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Part I addresses itself to today's student: student activism, the questioning student, student behavior, and the committed student. The union and its context, including both the urban and small college union, is the subject of Part II. The addresses in Part III are directed toward the business of managing the union. The section on the union program includes aspects of art, entertainment, and program development. The union profession focuses on training, motivation, and leadership of staff members. The union building is the subject of Part VI. Finally, Part VII deals with the business of the association. (KP)

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DIALOGUE'68

Association of College Unions—International
Forty-fifth Annual Conference

Sheraton-Chicago Hotel
Chicago, Illinois
April 7-10, 1968

PROCEEDINGS

OF THE

EDGAR A. WHITING CONFERENCE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DIALOGUE '68

ASSOCIATION OF COLLEGE
UNIONS – INTERNATIONAL

SHERATON–CHICAGO HOTEL
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PART ONE: TODAY'S STUDENT

Keynote Address
STUDENT ACTIVISM: THE NEW, NEW FRONTIER?

John H. Summerskill, President
San Francisco State College

I would like to consider first the underlying forces which may contribute to the extensive unrest and upheaval found at colleges and universities around the world. Then I will note briefly some specific cases of social and political conflict on campus.

You who are working directly with college students, day by day, week by week, do not, I am sure, expect from me a conclusive analysis of these events nor a firm prescription for administrative action. Everyone involved senses that we are on a new, new frontier. The forces at work are deep and sweeping and not well understood by experienced people in government, education, and other fields. These forces sometimes explode into overt action and conflict at times and places which are difficult to predict or control. I think we will have a better chance for progress for constructive solutions, if we first admit to ourselves and to the public that we are in a time of change, a time of searching–for solutions to problems we have not faced before.

It is becoming increasingly clear that whatever is happening, it transcends the conditions and events on a local campus, although these may trigger a particular disturbance or series of disturbances. Think within the past few weeks alone–harsh student conflict at campuses in California Ohio, Tennessee, Maryland, in Spain, Italy, Czechoslovakia, Poland, Japan, India, and other countries.

Looking for universal conditions, possible explanations, there is the obvious fact of the nuclear bomb. Today's students were the first born into a world where immediate and total destruction is simply a fact of life. The students I know don't go around the campus thinking about the bomb every waking moment but it is a pervasive and ever-present condition of their lives. In some young people there is a sense of urgency about changing things–the time for action and change is absolutely NOW. Why not? Tomorrow the world could disappear. In others there is a feeling of discouragement or despair about national and international life. What good are governments? They can't handle the really big forces and problems. So better salvage myself, live my own life with as much awareness and personal satisfaction as I can find–in my own world. These developing attitudes and feelings may account for some drop-outs today and may be related to drug usage among some young people.

Another far-reaching force, of course, has to do with the rising expectations and the revolutionary movements found in most non-white parts of the world. The drive to economic and social equality is gaining momentum everywhere and is strong and strident in this country now, especially among black Americans and Mexican-Americans. Students are among the leaders in these revolutionary movements and there are those who will take any steps, including the sacrifice of their own lifes, to gain their objectives. The knowledge and skills to be derived from higher education may be important to these people but often the institution, the college or university, is not. Indeed, the college may be seen as the obstacle to the success of the revolution which is most visible and within reach. If these students, no matter what nationality, want to get at the establishment which is seen as repressive or racist then the college, which is part of the establishment, is right at hand–and it is highly vulnerable.

A third sweeping force is even more difficult for me to understand and describe. It has to do with a developing humanism–at least among young people in this country. There are forces at work which are not just anti-establishment, anti-government, anti-college. These are positive forces which relate to the worth of the individual, the meaning of one's life, the quality of human experience. They have to do with a growing appreciation of beauty, of concern and work for other human beings, of personal insights and skills which bring meaning and satisfaction in life. In exaggerated form this is, or was, the main thrust among the true believers in the original "hippie" movement.

I think that these emerging values–or at least the questioning of traditional values in American life–is also expressed by those students who seek a college curriculum which they say should somehow be more "relevant." Indeed, one of the exciting and hopeful signs on our campuses is the willingness of some students to spend considerable energy in study and work in experimental or free universities. Some of these efforts have been abortive, they have certainly been criticized. I cannot see what is wrong when students, on their own, try to develop new intellectual and esthetic dimensions to the campus.

Now, a word of caution before you believe everything I say! You are all involved with college students and you know that it is impossible, and foolish, to generalize about any significant proportion of America's six million college students–let alone the students of other countries. The statements I have made seem–to me–to apply to some numbers of students in some degree. There are great numbers of students, who, as far as one can tell, are concerned almost entirely with their chosen curriculum and existing campus programs. There is a great and urgent need to translate the kind of generalizations I have made into operational terms, to formulate hypotheses which are testable, and to get ahead with systematic study which could lead to the knowledge and procedures which the troubled colleges must have.

While we're being cautious, let me point to another pitfall by citing an anecdote. Following the crises of December at San Francisco State College several members of our faculty, and others, wrote analyses for various publications. A professor of English gave me her article to review before publication and when I read it late one Friday afternoon I was discouraged by the chronicle of one hateful outbreak (often racial) after another. I walked down the corridor alone and a student said "hello," we talked, and he told me about his first semester of graduate work at State: "It has been great–five course, five winners–exciting, really worthwhile." For this student the crises, the outbreaks of violence on the campus, hadn't been important. They directly affected relatively few of our students, despite the great attention which they had necessarily received from the administration, the public and the press.

I suddenly remembered something John Gardner had said to me when he asked me to organize and chair a conference some years ago: "And please don't let our middle-aged anxieties take over the entire discussion." There is something to guard against here. Unless a college is actually shut down by disruption or violence it's main business, classroom education and research, absorbs the energies of most faculty and students. In further research we should specify bias, that is, be clear about whose view of the college we are concerned about–students, faculty, trustees, the public.

Now, getting closer to home, San Francisco State, like many other American colleges, has had new forces impinging upon it and we have not had the knowledge and resources to deal effectively with these. The Vietnam War and the draft have had great impact on our campuses, as you know. Those of us who have lived through three, or four, American wars have no prior experience with a college generation which is basically and widely uncommitted to the country's war effort. And I, for one, have had no prior experience with students who are so violently opposed to this war that they will provoke or accept arrest, tear apart their college, or leave their own country rather than serve in the armed forces.

This has been a particularily difficult situation for our colleges because the issues are real and divisive for the faculty and the public–as well as the students. Like the nation, most colleges have not had a united front with respect to the war, selective service, war recruiters, war protesters. Thus on many campuses it has not been possible to settle problems related to the war by local administrative decision or by democratic

balloting because no wide support existed for college policies consistent with the proclaimed interests of the federal government. Then the college has to ignore the federal government, ignore the anti-government elements on the campus, or use force to bring about order and compliance with federal war policies. None of these options has been exactly constructive. Now, of course, there are signals from high places that it could have been the federal war policies that were wrong.

A second major conflict situation at San Francisco State, and other colleges, is racial. This is so extensive and complicated in America today I have little to say except to urge you to read the text of President Johnson's Riot Commission Report. The report describes the deplorable conditions in the city ghettoes and states that there has been little improvement since last summer. Many black and other minority students come to city colleges from these ghettoes and their families continue to live there. Some bring all the bitterness and frustration of this living situation to the campus and we have not been able to cope with their anger and desperation.

In two years on our campus I have seen the activities of some black young people turn from constructive complaint and suggestion to angry defiance to militant Black Power to gun-carrying rebellion (in certain cases). In recent weeks and months some black militants have joined with the militant Mexican-Americans, Chicanos, and other militant minority peoples to demand what they see as right and just. It will take massive economic and social reform in the urban communities to cure the underlying causes of campus unrest and rebellion in this quarter. These programs must begin now–there is practically no time left.

I also believe that certain educational demands of minority students should be met, on our campuses, immediately. We have given far more attention in our curriculum to the history, sociology, culture, and art, of foreign peoples than we have to our own minority peoples. As colleges open their doors to these students, with special admissions and assistance programs, we must establish course-work in which minority citizens have opportunities to know and take pride in their historical and cultural heritage in America. This instruction would also be of value and interest to white students, of course.

The issues which have come to our campuses in recent times will be resolved only through new and imaginative and large-scale programs both in the community and the college. No citizen, or faculty member, or student can afford to ignore issues of war and peace, racial equality, the development of humanistic education for a humane society.

The college union has an important role on every campus where these issues are alive. First, communication among activist students, the faculty, and the administration, has to be broadened and deepened if there are to be non-violent resolutions to campus ferment. Unfortunately, in times of crisis at a college the channels of communication become clogged or shut off between those in the center of the action (often the administration) and the rest of the community. With thought and persistence the union can maintain and open up avenues of discussion among all parties involved. Flexibility in programming and a willingness to schedule controversial forums, meetings, and seminars, can be of great service to the college-particularly when such discussion is not taking place in the administration building and the classroom.

Secondly, I mentioned at the outset this morning that this is a new frontier and we are often dealing with new and pressing problems for which we yet know no answers. At many colleges the administration is too hard-pressed to step back and study the issues in depth in an attempt to come up with thoughtful, enduring options for policy and action. Many faculty do not consider the matters we have been discussing appropriate for classroom teaching or formal research.

There is a great need for systematic work and discussion on most campuses with the objective of devising new approaches and new programs to meet student concerns about war, race, poverty, and higher education itself. Many college unions are planning and scheduling first-class institutes and other discussions in these areas. I am personally most appreciative of these efforts. And I urge all of you here to think about the next academic year–to consider how your union can take the initiative in developing thoughtful, constructive programs on the issues of the day. I believe that if you decide to do all in your power to make it possible for your students and faculty to face the problems of our society with reason and committment, you will make an invaluable and enduring contribution to the stability and future of your college–and your country.

THE QUESTIONING STUDENT

STUDENT RIGHTS

Robert B. McKay, Dean
New York University Law School

Legend has it that when Adam and Eve were cast out of the Garden of Eden, Adam put his arm about Eve's shoulders and said consolingly, "This is only a period of transition." We in the universities are also in a period of transition–and it is for us also a period of abrupt and total change in the relationship between the universities and our students. Whether the little corner of the world we are leaving was truly Paradise I cannot say; but it was the only happiness we knew; and many there are who will miss the peace and relative composure of those days.

Whether we end up in a modern-day limbo somewhere east of Eden, or whether we discover a new version of academic Paradise is I believe largely within our own control. Success or failure at this critical juncture depends on the intelligence of our response to the new demands for student rights, sometimes more dramatically called student power, on university campuses.

You see, it is my judgment that we in the universities have waited too long and have done too little even yet in response to student requests for increased recognition of their right to adult status in the academic community. As their unanswered requests turn into demands, and sometimes into calls for dramatic action–boycotts, strikes, even violence–we have been forced to make uneasy truces and hasty accommodations that often do little credit to either side.

Let me remind you that faculties have never hesitated to press for satisfaction of their own demands for recognition of the rights of faculty members. Due process in tenure cases has been carefully developed, as has been increased faculty participation in the decision-making process. Why is it, then, I wonder that faculty and administration should so long have combined–and so effectively–to restrict student rights to whatever level might be found tolerable to faculty and administration?

To be sure, some issues have been resolved: speakers on campus, loyalty oaths, and freedom of dress on campus. But these issues were not truly central to the evident manifestation of unrest. And so it is that students, as the "consumers" of the educational product, have now begun to assert their right to be heard in the process through which university decisions relating to educational policy and other matters affecting students are in fact made. It is now time to view the matter, in the phrase of the late Edmond Cahn, from the "consumer perspective."

The root causes of the abrupt change in the nature of student demands appear to be three: (l) The bigness of modern universities has too often produced a bureaucratization of the educational process that many students regard as stifling to free intellectual inquiry. (2) The "silent generation" of the 1950's has given way in the 1960's to a general expression of student concern, most often dissatisfaction, with the world they find around them. In a society that puts a premium on education generally, and a higher premium on higher education in particular, university students are older, generally mature, and impatient to be at the task of remaking the world. The corner of that world in which they find themselves, that of higher education, is manifestly imperfect. Accordingly, the entirely natural reaction is to seek reform within that arena and as well to use that enclave of relative freedom as a base from which to strike out at other perceived ills of the surrounding society. Whether the complaint is against the slowness of the forward movement in civil rights, ineffectual solutions to problems of urban blight, or the war in Vietnam, the not uncommon tendency is to attack all symbols of authority, whether within the university system or external to it. (3) The lack of adequate response within the university hierarchy to the pressures of responsible members of the student body has sometimes made it possible for less responsible elements to turn to their demagogic advantage this seeming reluctance to consider the views of the student constituents of the university community. When students see that faculty members have moved effectively to protect their own positions in terms of tenure, freedom of inquiry and association, and right to participate in the university decision-making process, while failing to assure similar rights for students, complaints against the system come readily.

With remarkable swiftness all these dissatisfactions have coalesced during the 1960's into a sense of student frustration and unrest, disruption of university programs and activities and even violence. Changes in attitude and response that would ordinarily occur only over a period of many years have transpired almost overnight. Whole generations of development in student-university relations have been collapsed into a few swift-moving years. Rethinking of university attitudes and more imaginative response to these deeply held convictions is clearly necessary.

What thinking there has been in the academic community about the relationship of students to the university has primarily centered on theories that are no longer relevant as once they may have been. The poverty of these concepts is nowhere more apparent than in the area of student conduct and discipline, a matter of particular student concern today. The theories that have so far prevailed, but whose relevance is now open to serious doubt, can be identified under four categories, although they are not mutually exclusive.

1. In Loco Parentis. Perhaps no institution of higher education today asserts that its students come to it with an understanding that the university is to act as a surrogate for the natural parents. This paternalistic notion of higher education, dating from a period when colleges were smaller than today and their students younger and less mature than at present, no longer works. Universities are not equipped to play the substitute parent, and students are not interested in moving from one home discipline situation into another.

2. Counseling and Discipline as Part of the Educational Process. Closely related to the notion of the university as the substitute parent is the concept that university discipline procedures are part of the learning process. This is perhaps understandable in connection with the counseling and guidance function by which students who have violated accepted mores of student conduct are "reintegrated" into the university community without any recorded sanction. But the "educational" value of dismissal, suspension, or even probation for nonacademic offenses is less clear. Whatever is entered on a student's permanent record will always require explanation which may not be readily persuasive outside the academic community. Expulsion is even more difficult to justify in terms of educational content. In a world where higher education is increasingly important, expulsion presents serious economic and social problems for the disciplined student. Under present circumstances, moreover, the suspended or dismissed student loses his Selective Service deferment and is subject to immediate induction. A better rationale must be found for university discipline that can lead to severe sanctions than the notion that discipline is part of the learning process and thus good for students.

3. Ex Contractu. The most common refuge of university administrators in justification of student discipline for violation of vaguely stated norms of conduct without hearing is that the right to impose such sanctions was secured by contract entered into by each student upon registration at the university. The argument is not without appeal, so long as the assumption holds that each university is free to reject students at will, accepting only those who agree to give to the university, for example, "the discretionary right to suspend or dismiss any student from the university for failure to maintain . . . acceptable personal behavior. . . ."

Presumably, a state or municipal university could not dismiss a student in reliance on such a statement without hearing or stated reasons; the due process clause of the fourteenth amendment could be invoked to restrain such arbitrary action. It may also be doubtful whether the public-private distinction will long shelter dismissals without notice of charges and without hearing simply because a statement in the university bulletin (or even on a signed registration form) says so. It is entirely possible that private universities, all of which to some extent share in federal and state largesse, will, at least for this purpose, be treated as though public and thus required to satisfy minimum standards of fairness in dismissal proceedings. Moreover, even apart from this argument, courts are increasingly likely to regard such contracts of adhesion as not truly voluntary and thus not binding.

Whatever last-resort defense of arbitrary procedures may still be available as a matter of law, it seems clear that no university now should demand that last pound of flesh at the price of real or seeming unfairness. Any notion of contract between university and student in regard to matters of conduct should now be directed to the disclosure by the university with as much particularity as circumstances warrant as to the kind of conduct expected of students; the sanctions that could be imposed for violation of that standard; and the procedures by which the fact of violation and the measure of any penalty would be assessed.

4. Fiduciary Concept. Warren Seavey, who was one of the first to demand fair discipline procedures for students, suggested an analogy from another field of law. He defined the fiduciary concept, borrowed from the law of trusts, as follows:

> "A fiduciary is one whose function it is to act for the benefit of another as to matters relevant to the relation between them. Since schools exist primarily for the education of their students, it is obvious that professors and administrators act in a fiduciary capacity with reference to the students. One of the duties of the fiduciary is to make full disclosure of all relevant facts in any transaction between them. . . . The dismissal of a student comes within this rule."

The fiduciary concept as thus formulated represents a notable advance over the three tests above outlined, for it at least requires notice and hearing before dismissal. However, it may well not prove adequate to answer all the questions that today press for solution. Its semantic artificiality invites further search for more rational bases for university imposition of codes of conduct and fair procedures for their enforcement.

* * * *

Perhaps the answer is not hard to find after all. If it is the purpose of the university to promote the pursuit of truth and the transmission of knowledge in a setting where freedom of inquiry is assured–as I believe–no more is needed than to develop an atmosphere designed to advance that purpose while forbidding only that which is clearly inconsistent with accomplishment of the grand design.

But, you are entitled to observe my assignment today is to speak of student rights. You are of course correct. Let me proceed to that. In view of the concern I have already expressed for student rights, dare I now talk in terms of student rights and responsibilities? I think so, for the two seem to me inevitably coupled, although I confess that I weigh the rights more heavily in the balance.

If the university is to succeed in its pursuit of truth and dissemination of knowledge in a setting where freedom of inquiry flourishes, the university must provide an institutional framework that encourages debate and freedom of intellectual endeavor without fear of consequences. The university is in a real sense a laboratory in which the participants–faculty, students, and administrators–unite in their mutual search for intellectual growth. This necessarily means experimentation with new and untried theories and systems. It requires the articulation of views at the frontier of thought which may seem heretical to the majority when offered and may indeed never gain acceptance. But these experiments, and these testings of sentiment, must not be restricted by artificial or arbitrary rules that would be stifling in the university context no matter how appropriate they might be in the more conventional world outside. In short, academic freedom in the fullest sense of the expression is indispensable to the existence of the university.

What, then, is the content of student academic freedom? It has several component parts. May I call it a student bill of rights?

1. Freedom of access to Higher Education. Within the limits of its facilities, a university should admit all students who are qualified according to its admisssion standards. It follows that the facilities and services of a university should be open to all of its enrolled students.

2. Freedom in the Classroom. Freedom of discussion and expression of views must be encouraged and protected. It is the responsibility of the professor in the classroom and in conference to ensure the realization not only of the fact but the spirit of free inquiry. In particular, students must be protected against prejudiced or capricious academic evaluation.

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. However, judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

While acknowledging that the professor also has the responsibility to maintain order, his authority must not be used to stifle expression of views contrary to his own.

3. Freedom of Association. Organizations may be established within the university for any legal purpose whether the aims are religious, political, educational, economic, or social. Affiliation with an extramural organization should not disqualify an organization from university privileges, including use of facilities. Membership in all organizations should be open to any member of the university community. The following additional guidelines are offered in assurance of maximum freedom of associational rights.

a. Membership Lists. Ordinarily an organization will wish to maintain for its own purposes a current list of members so that questions of policy can be determined only by those entitled to a vote by virtue of membership in the organization. The university has no identifiable interest in the list and should not require its production as a condition for use of university facilities. But the university may ask for the names and addresses of officers in order to assure responsibility in use of facilities and other matters of proper university concern identified below.

b. Recognition of Organizations. University interest in the existence and objectives of organizations within the university community is limited to three matters:

(1) University facilities should be made available to student organizations subject only to limitations of availability of appropriate space upon timely request. Subject to the same limitations, individuals or groups not formally organized may also be assigned university facilities for meeting purposes. Allocation of space should be made on the basis of time priority of requests and the special needs of the requesting individual, group, or organization. The assignment function in each college of a university may be delegated to an administrative officer or to a student committee on organizations. Physical abuse of assigned facilities may result in limitation of future allocation of space to offending parties.

The individual, group, or organization requesting space may be required to state the general purpose of the meeting and the names of any outside speakers invited. If persons outside the university community are to be invited, or if any charge or collection of funds is contemplated, advance permission must be secured from the party given authority to make space allocations.

(2) Allocation of university funds (including any funds derived in whole or part from student fees) to a student organization need not be made except upon approval of a proposed budget submitted by the individual or body within the college to whom the fund-allocation authority has been committed. Where funds are allocated to a student organization pursuant to such request, financial accountability should be required, including statement of income and expenses at least quarterly. Apart from the responsibility to account for expenditures, organizations allotted funds should be given independent control over expenditure of those funds.

(3) The university name may not be used without express authorization except as an adjectival identification of the academic home of the group or organization.

4. Freedom of Publication. Whenever possible student publications should be separately incorporated. Where financial and legal autonomy is not possible, the university as publisher may have to bear legal responsibility for the contents of such publications. In the delegation of editorial responsibility to students the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarifications of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications the following provisions are necessary:

a. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

b. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

c. All university published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, or student body.

The principles stated above for publication of printed views should be adapted to assure similar freedom in the publication of oral views on a university-controlled radio or television station.

5. Freedom of Protest. Times of turbulence and student unrest (and when were times other?) require special forbearance on the part of university officials in tolerance of demonstrations and protests in opposition to aspects of university policy or in connection with issues not directly related to the university situation. Even when the subject of the demonstration or protest is not clearly relevant to the educational process or to university functions, it must be recalled that the university should be at least as hospitable to this form of expression of opinion as would the outside community where inconvenience and even some interruption of normal activity is accepted as the price we pay for freedom of expression.

Accordingly, the university must respond to these demands in a manner sufficiently flexible to assure protective shelter to peaceful protest without relinquishing the university's right to protect against impairment of the educational process or the safety of individuals and the protection of property.

6. Participation in the Decision-Making Process. As constituents of the academic community students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

The university should be constantly alert for new and improved methods to increase student participation in the decisional process. Among the devices that should be considered for adaptation in individual colleges are the following:

a. Increased autonomy in student organizations, including financial responsibility for the expenditure of budgeted funds.

b. Creation of faculty-student committees to consider questions of policy affecting student life. Student representatives on such bodies should ordinarily be elected by their fellows.

c. Designation of students as members of standing and special committees concerned with such questions as curriculum and other matters of direct student concern.

d. Designation of a faculty member as ombudsman with power to hear and investigate complaints and to recommend remedial action where appropriate.

e. Conduct of a faculty evaluation survey. Careful attention must be given to the quality of the questionnaire and to the distribution of the results. Ordinarily it is satisfactory to make the results available only to the individual evaluated and to the dean of the college; but wider distribution is possible if approved by the faculty in advance of the evaluation.

7. Violation of Law and University Discipline. Activities of students may upon occasion result in violation of law. If the violation of law is also a violation of a university regulation, the university may institute its own proceedings against the offender where the offense casts doubt on his fitness as a member of the university community. This does not constitute double jeopardy in the constitutional sense nor does it necessarily involve duplicate punishment offensive to any popular sense of fair dealing. For example, theft of property in a university residence hall might well involve dismissal from the hall, perhaps dismissal from the university, and a criminal penalty as well.

If a university student is charged with an off-campus violation of law, the matter should ordinarily be of no concern to the university unless the student is incarcerated and unable to comply with academic requirements or unless the offense, after being established in a court of law, is of such a nature that continued attendance of the student at the university would be clearly inconsistent with university objectives. The instances should be rare indeed in which a student could be barred from attendance if not imprisoned by the civil authority or in which he could be denied readmission after serving any sentence imposed. It would ordinarily be inconsistent with the rehabilitative function of the criminal law to impose the academic sanction of expulsion or denial of readmission in such a case; and lesser sanctions should be entirely forbidden.

Where students are charged with violation of law because of activities on or off campus, university officials should be prepared to apprise students of sources of legal counsel, including tender of counsel or other assistance in appropriate cases.

A student who incidentally violates a university regulation in the course of his off-campus activity, such as class attendance rules should be subject to no greater penalty than would normally be imposed for that offense. Institutional action must be independent of community pressure.

8. Privacy Rights. In the increasingly complex and urbanized world of today privacy rights are valued ever more highly as they become ever more elusive. The problem is especially acute in educational institutions where most students willingly accede to the pressures of conformity of the academic community, whether in terms of ideology or dress, are sometimes set apart with disapproval. Hopefully, it is not too late to restore the traditional academic respect for differences of idea and manner. Respect should be assured for the right of the individual to immerse himself in the lonely pursuit of intellectual or scientific inquiry without regard to where it may lead. There is, after all, something to be said in favor of the isolation–the privacy–of the ivory tower.

a. Matters of Private Morality. Apart from problems arising out of violations of law, discussed above, the university should not regard itself as the arbiter or the enforcer of the morals of its students. Accordingly, it should not inquire into the activities of its students away from the campus where their behavior is subject to regulation and control by the public authorities.

Student behavior on campus not in violation of law should be of no concern to the university except where the activity jeopardizes the health, safety, or property rights of other members of the university community. In this connection it should be clearly recognized that the privacy right cuts both ways. While to the extent stated the right of the nonconformist should be protected under the privacy umbrella, other individuals who define their privacy in terms of freedom from undue residence hall disturbance, for example, also deserve protection.

The principal point here is that actions in private that do not violate the law and do not intrude on the rights of others should be guaranteed against official intrusion.

b. Entry Into and Search of Residence Hall Rooms. Rhetoric aside, the need to maintain and foster a degree of privacy in residence hall living should be clear. It should make no difference that the courts might uphold the right of residence hall officials to conduct searches of student rooms on some theory of contract right. It is better for the university to accept as its responsibility the protection as far as reasonably possible of the privacy rights of its students in their residence hall rooms. It is thus appropriate to identify the limited circumstances in which a search or unconsented entry of a student's room may reasonably take place. The following principles are suggested:

(1) Nothing in the university relationship or residence hall contract should expressly or impliedly give the university or residence hall officials the authority to consent to a search of a student's room by police or other government officials.

Acting as a private landlord or hotel keeper the university has no general authority to consent to a police search without a warrant authorized by law. This is true even in a hotel in which a key is retained by the clerk with an implied authority for maids, janitors, and

repairment to enter. A lessor is not regarded as the agent of the occupant for the purpose of giving consent to a police search unless the agency is clearly shown. More recently the Supreme Court has applied the same principle to administrative searches, restricting the entry of building or fire inspectors (in non-emergency situations) without a search warrant in the absence of consent of the occupant. It does not appear that any educational purpose would be served by allowing the university to consent to a police or administrative search without a warrant.

(2) Where the university itself seeks access to a student room to determine compliance or not with the provisions of applicable law relating to multiple dwelling units, the occupant should be notified of such planned entry not less than twenty-four hours in advance. Where entry is sought for improvement or repairs, notice should be given the occupant not less than seven days in advance. In emergency circumstances where imminent danger to life or property is reasonably feared, entry should be allowed without advance notice.

Where entry is made in conformity with the above-stated principles, evidence of infraction of residence hall or other university regulations thereby secured should not be used by the university or residence hall officials to initiate disciplinary proceedings or as evidence in any such proceeding.

(3) Unconsented entry and search of a student's room in order to enforce a dormitory or school rule may not be made without a warrant obtained from a student (or other resident of the dormitory) elected for the purpose of determining as to each warrant whether those facts and circumstances exist which would lead a reasonable man to believe that an infraction of the rules was being, or about to be, committed. Such warrant will contain information which informs the occupant of the room of the authority of the party or parties making the search and the specific purpose of the search, which authority and purpose shall be announced prior to entry. Observations of infractions of dormitory rules made as a result of such search which are not specified in the warrant shall not be used by the university or dormitory authorities in disciplinary proceedings.

c. Confidentiality of Records. Universities acquire from students and other sources a great deal of private information, some of which is subject to corroboration and some of which is no more than speculation and opinion. When students are not allowed access to this information, the university must assume a special obligation not to disclose information which might unfairly prejudice the individual whose records are made available to others in whole or in part without the consent of the individual.

9. Specificity of Offenses. Students should be entitled to know with as much certainty as possible the particular offenses for which the university can impose its sanctions ranging from warning and reprimand to the extremely serious penalty of expulsion without the possibility of return. Because, in the modern context, the ultimate sanction is unquestionably severe, fundamental fairness–I would call it due process–requires full advice of the possible sanctions for specified conduct and of the procedures by which violation or not will be determined.

10. Fair Procedures. The common law of student discipline proceedings is still in the process of development; and it need not–probably should not–include all the paraphernalia of adversary criminal proceedings, such as the complex rules of evidence that govern in criminal proceedings. At the minimum, however, the stated rules should include at least the following in all cases which could lead to dismissal from the university:

a. Notice of charges and of the procedures that will govern any disciplinary proceedings, including right of appeal, if any.

b. Right to have the advice of counsel at all significant stages of the proceeding.

c. Opportunity to present evidence and to call witnesses.

d. Opportunity to confront adverse witnesses.

e. Right to a verbatim transcript of the record whenever there is a right of appeal.

These, then, are some reflections about student rights as I see them for the future. What will be our reaction?

Discussion Participants:

Robert B. McKay; Edward Schwartz, President, U.S. National Student Association; Father Patrick H. Rotterman, Vice President for Student Affairs, Xavier University.

Mr. Schwartz emphasized the difference between student rights, which consist of relationships, and participants, which asks "who makes the decisions?" He pointed out that the radical student may view the campus as a bank of resources to support his involvement with the larger society.

Father Rotterman, recognizing the students' right to play a determining role in their own education, asked whether truth or power was being pursued on our campuses. Operating universities by the civil law will not permit the preservation of academic style–"the conflict of minds trying to be friendly." He also expressed reservations about a freedom to organize which permits the operation of some campus groups whose goals appear to be the destruction of the university which protects this freedom. No campus group he stated, should be autonomous.

Dean McKay responding by stating that organizations should be relevant to the larger world and that civil courts permit a great deal. Universities should permit even more. Mr. Schwartz submitted that academic style does not prepare people to deal with other people. He also pointed out that universities possess little real autonomy except that delegated in some fashion by the civil courts.

STUDENT RESPONSIBILITY

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It is much easier to consider students' "rights" than student responsibility. As the campus newspaper at Florida State University recently editorialized, the word "responsibility" is often an administrative dodge to keep students in line. The common stereotypes that emerge in the minds of most of us is that of young students who are eager for change–impulsive, perhaps radical, but always impatient with structures, traditions, and systems, both in the University and in society. The administrator, on the other hand, is generally seen as the one who is conservative, platitudinous, paternalistic, tradition-bound, and permitting change only as a last resort and under great pressure. Students want freedom, administrators call for responsibility. Communication easily breaks down as each group suspiciously circles the other amid the various crises and pressure points of the school year.

In this student-administrator dichotomy I recognize that there are many union directors who would side with students and others who would be sympathetic to administrators. The role of union professionals is an ambivalent one: they work closely with students in all areas of university activities and yet they are enough removed to understand the legitimate concerns of a college or university administration. I hope that we can break away from some of our common stereotypes and take a fresh look at the meaning and implications of our topic of "Student Responsibility."

I In my various contacts with students on our own campus, as well as on other campuses, I am struck with the fact that there is such a thing as a "generation gap"–most of us do understand ourselves and our society differently at age thirty-five or at age sixty than we did when we were eighteen or even twenty-five. (1) One can say without apology that interests change, perspectives deepen and the capacity to deal with political and social realities increases as we grow in maturity and assume broader ranges of personal and professional responsibility. Some would say that an increase in chronological age inevitably increases one's conservatism, as witnessed by the old Berkeley manifesto, "Don't trust anyone over thirty." Perhaps this same point is expressed in the slogan, "A liberal is a radical with three children." At any rate we have to acknowledge that students who are the loudest advocates for change really have little stake in the status quo. They are still in the process of finding themselves, still asking searching questions about the nature of society, and still have the option of taking an "anti-establishment" social and political posture.

The axioms and postulates of middle-class American society fall on deaf ears when directed at an uncertain student who is not sure that he wants to adopt that life style or to pay the price for conformity. As parents and as educators, we are inclined to say to these students: "You have a responsibility to your family, your friends, your community and your nation." Some persons would even admonish the young student that he also has a responsibility to God for the full development of his own life and for responsibility for his fellowmen. Yet these arguments that are so traditional, so natural, so self-evident to so many educators, are precisely what the college student rejects. The profound changes that have taken place in our society due to the effects of technology, urbanization, the impact of the war, racial unrest, and the revolution in the patterns of family life cause him to question to whom he is responsible and for what. (2) I do not think there can be any serious discussion of the topic of "Student Responsibility" that does not begin by acknowledging that there is no self-evident answer for the majority of our students as to whom or to what they are ultimately responsible.

II This uncertainty about responsibility, this search for identity and this desire to improve society have all had major impacts on the outlook of our militant student leaders today. In a conference held at the Center for the Study of Democratic Institutions in August 1967, on the theme "Students and Society," student leaders from twenty universities across the country exchanged opinions on society, universities and their responsibility for educational and social reform.(3) Although a great range of opinions was expressed, the following appear to be salient points that emerged from the discussion: American society is sick; American universities are sick; the educational system is a propaganda agent to ensure the entrenchment of present social patterns; students need to challenge the whole idea of the corporate structure of the university; students need to make the university an instrument for social reform; concerned students must seriously consider "revolutionary" activity, (at the different levels of (a) guerrilla activity, (b) sophisticated sabotage, and (c) non-violent positive action); and students need to develop a strategy of disruption to bring about their desired goals in social and educational reform. These observations, although in many respects startling and radical, are consistent with the main themes that are being developed by student spokesmen today. Carl Davidson, for example, has outlined steps to show how every SDS chapter on a college campus can organize to achieve "confrontations" and force educational reform,(4) and Ed Schwartz of the National Student Association has spoken openly of the risks that students must be prepared to take as they attempt to change the form and substance of the educational system.(5) I would submit that how one eventually answers the question of "to whom and for what" are students responsible will hinge in large measure on how one answers the questions of (a) whether or not our society is sick; (b) whether or not remedies for it can be provided by democratic means through orderly change; (c) whether or not our universities are sick, and if so, (d) whether or not we can solve their ills within the present framework of American higher education. Implicit behind these questions, of course, are the broad issues of the nature of a university, the relationship of the university to society, and the means by which change is most effectively implemented in universities and society.

III Having acknowledged the natural difference in perspective that exists between a student generation and an adult generation and recognizing the uncertainties that face a student generation, I would say that students, like all persons, have a responsibility to mankind to work for justice, humaneness, the self-determination of peoples, and for the establishment and preservation of those structures which provide for law and order, human consideration, the balance of power, and the limitation of vested interests. I believe that students, like all citizens, have a responsibility to their society to improve the social order through orderly means, to provide for stability and continuity in government, and to eliminate the pockmarks of poverty, discrimination, impersonality and ghetto conditions. Perhaps students could be said to have a responsibility to society to be a force for change, to manifest an idealism, a social concern, and to be a pressure group that will not allow society to ignore or minimize man's tendency to take advantage of his fellow man. As important as these considerations are, however, further development of their implications lies outside the scope of a paper devoted to the meaning of responsibility within the educational context.

Specifically within the university, I believe there are several areas where students have a responsibility to the institution. I would say first of all that students must recognize that universities by definition are communities of critical inquiry, of investigation into new fields of learning and of evaluation of our cultural heritage. They are the places where we attempt to help young, growing minds, in interaction with older and mature minds, to prepare for places of leadership in society. The university, as Robert Hutchins has said, must be a "market place of ideas" where all points of view can be heard and evaluated without fear of recrimination or censorship. There are, of course, political and economic overtones which influence American universities, and the rapid changes in American society have meant that universities and urban areas now exist in much closer proximity with each other. The realization of these facts keeps us from being too naive or utopian in our thinking about universities and their influence on American society. I would insist, however, that universities are primarily intellectual communities and cannot be considered fundamentally as instruments for social change or as arms for political action.

The first responsibility that the student should assume, therefore, is to enable the university to be an outstanding academic institution, equipped to assume the tasks of intellectual inquiry, teaching, the development of creativity and the formulation of criticism with maximum openness and effectiveness.

Perhaps we might say at this point, "So far so good," but, "So what?" I believe that the assumption of responsibility for the aims and goals of a university has some important corollaries. Let me delineate these in more detail.

1. I believe that students have a legitimate concern for the curriculum offered in higher education and for such academic concerns as the improvement of teaching, the quality of academic advisement (or the lack of it in most of our large universities), grading practices and programs of experimentation and innovation in the teaching process. We all know the academic mind well enough to realize that just as it prides itself on openness and a critical perspective with regard to philosophical, political, social and religious issues, it can be a very closed and rigid mind when it comes to changing the structures of educational institutions. The students should be concerned with inferior teaching, lack of adequate advisement, and such lock-step approaches to education as divide learning into artificial disciplinary units, then fill it out in one-hour portions three times a week. No one else will be able to fight these battles successfully without the help of the students. There are many academicians who are radically open to new approaches to the learning process but they need the support and enthusiasm of students to achieve their goals.

2. I believe that students have a legitimate concern for the rights of their faculty to teach and write without external interference. Legislative investigative committees, speaker ban laws and the arbitrary administrative dismissal of faculty members who may espouse unpopular causes should be just as much a concern to students as it is to the AAUP. It is not surprising, really, that local student groups and the AAUP have often joined together in defense of academic freedom and the integrity of our universities. Certainly on many state university campuses, there are external pressures which seek to make our campuses "safe" and tranquil–yet among all the rights of students, perhaps the most crucial is the right to know. To insist upon an open intellectual climate is both a responsibility of students and a significant contribution students can make. There is, however, another side of this coin: students need to develop a tolerance for other points of view. The demonstrations which would attempt to paralyze the functioning of a university and to keep other students from hearing speakers, attending classes or talking with placement representatives, is inconsistent with the American university tradition. The demonstrations at Harvard, Stanford, Oberlin and other schools which have resulted in violence toward and embarrassment of some of our leading public officials do no credit to those institutions nor to those students who are a part of such activity. If we want freedom to read, to hear, and to speak, then we have the responsibility to accord that freedom to other persons even though their perspective may be dissimilar from our own.

This is all simply to underscore the point that the responsible student should have deep concerns about the academic life and climate of an institution and that he should exercise the responsibility to see that his campus is a place which fosters critical thought, freedom of expression, openness to new ideas and respect for those whose opinions differ from his own.

3. For those students whose interests and efforts lie in the area of campus newspapers, I would insist that a corollary to their desire for a "free press" is the assumption of responsibility for factual accuracy and fairness in dealing with controversial issues. I have been concerned about the strident attitude of a number of campus editors, as though their job is to enlist the support of the student bodies against a vast body of lethargic teachers and diabolical administrators. We have seen on our own campus numerous examples of inaccurate reporting as well as vindictive attacks on individuals. The widely publicized "Student Bill of Rights," drawn up by a drafting committee of five national professional associations, states that "the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo."

I have found from personal experience that student editors are much more prone to talk about "freedom of the press" than about editorial responsibility. All of us know the difficulties involved in defining "good taste" and the border line areas surrounding vindictiveness, maliciousness and libel. Most campuses have only one paper and the political perspective and campus bias of the editor often mean that substantial numbers of students and faculty in the university community get a very distorted perspective on what is happening. One might rationalize this by saying that it is, after all, only a preparation for life, and there is come educational value in students learning to recognize bias on the printed page, but I would nevertheless insist that those who would interpret the news on our campuses have a responsibility for accuracy and fairness.

4. I believe that students have a responsibility for constructive action both in the university and in society. I emphasize this point because, as we all know, it is easier to criticize than to do something positive about the ills that confront us. We have seen the group of students who in various ways want to "tune in and drop out." I would suggest that it is more responsible, for example, to work for the establishment of a fair and equitable student court system than it is to complain repeatedly that a court system is inadequate. It is more responsible to work with administrative officials and attorneys to assure due process than to complain about arbitrary administrative actions. It is more responsible to participate in the university's committee structure and to gain a broader perspective on the problems that face our large institutions than it is to be a malcontent, a saboteur, or even just a face in the crowd. In the words of the old Chinese proverb, "It is better to light a candle than to curse the darkness."

Much student confusion and criticism about the way our universities operate comes from the fact that students have no grasp at all of the complexities with which administrators must deal. If student criticism cannot be temperate, at least it becomes more responsible when they understand the wide range of issues and problems that confront us in our institutions. As administrators we have a responsibility to see that students are informed, but this desire for communication must be a two-way street.

IV Any sensitive educator today knows that all is not well in American higher education. We are still struggling with the problems of impersonality, out-dated teaching methods, credibility gaps, generation gaps and some nineteenth century attitudes toward twentieth century problems. Most of us can readily identify with students who want to make our institutions more humane, who want to know their instructors as persons, who want the learning process to be exciting and who want to see the relevance between what they learn and the pressing issues that confront us in society today. Most of us, in fact, wish we had more students who are sensitive to these issues.(6) The real antagonists in this struggle are oftentimes not students and faculty or even students and administrators, but students and conservative boards of trustees or regents, economy-minded legislatures and politically sensitive state officials. James Baldwin has written: "America sometimes resembles, at least from the point of view of the black man, an exceedingly monotonous minstrel show: the same dances, the same music, the same jokes. One has done (or seen) the show so long that one can do it in one's sleep." This is probably the same way that many of our more impatient students view the structures of American higher education. As we balance students' rights with their responsibilities, the basic issue seems to revolve around the means by which we shall get to the desired ends. Radical students seem increasingly unconvinced that the necessary reforms can be achieved by cooperation.(7) Some of us still feel, however, that there is enough latitude and flexibility within present structures that concerned faculty and responsible students can bring a fresh vitality to American higher education. It is to this goal that we invite and welcome the concerns of our responsible students today.

NOTES

1. There is evidence, however, that this gap is not as wide-spread as many interpreters have suggested. See for example, *The Research Reporter* of the Center for Research and Development in Higher Education, University of California at Berkeley, Vol. II, No. 3, August 1967, pp. 5-6, where data from incoming freshmen suggests that the generation gap is within the younger generation itself rather than necessarily between the younger and older generations and that social class has a considerable bearing on how much "generation gap" there is between students and their parents.

2. See my article, "How Does Change Affect Moral Values?" in *The Journal of the National Association of Women Deans and Counselors* Vol. 30, No. 4 Summer, 1967, pp. 157-161; and William Hamilton, "The University and our Moral Situation" in Charles Wellborn, ed., *Challenge to Morality* (Tallahassee: Florida State University Press, 1966).

3. *Students and Society: Report on a Conference* (Santa Barbara, California, Fund for the Republic Incorporated, 1967).

4. Carl Davidson, "University Reform Revisited," *Educational Record,* Vol. 48, No. 1, Winter, 1967, pp. 5-10.

5. Edward Schwartz, "Can You Afford to Be Certain?" *Student NEA News,* Vol. XI, No. 1, December 1967. See also the plans of the National Council of the Students for a Democratic Society as reported in the *Chronicle of Higher Education,* January 15, 1968, pp. 1, 8.

6. The fact that the SDS, NSA, and SSOC have gained so much national publicity should not lead us to think that these groups speak for a majority of college students today. For some perceptive analyses of the total college mood see the NASPA publication, *The Student and His Public Image,* Bulletin No. 2, April 1967.

7. See Carl Davidson's article, "University Reform Revisited" op. cit.; Mitchell Cohen and Dennis Hale, eds., *The New Student Left,* (Boston: Beacon Press, 1966); Penina M. Glazor, "The New Left: A Style of Protest," *Journal of Higher Education,* Vol. XXVII, No. 3, March 1967, pp. 119-133; and the summary of the SDS pamphlet on Institutional Resistance in *Higher Education and National Affairs,* Vol. XVI, No. 39, p. 10.

TO WHOM--AND WHY--IS THE STUDENT RESPONSIBLE?

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It is very difficult to examine within the limitations of this paper the problems confronting students today, so I will attempt to develop a perspective from which one can focus on the relationship of the questioning student and student power to the college union and student responsibility. I am quite certain that these elements currently exist on many campuses as either seed or plant, and our present situation can be served best if we develop our thoughts around the unifying perspective of these four elements. Thus, in developing this perspective we must make our primary objective a critical and intensive search for the reasons why higher education is on the critical list and how you and I can personally or collectively serve its revision.

During the past several years a minority of concerned students have been developing a new image on the world's campuses. The new image envelopes not a psuedo-intellectual but a concerned and questioning mind. The new image is not attempting to shock mothers by shouting that Adam and Eve were not in reality one man and one woman–but that they were many and that maybe we should question the source of these folk tales along with other traditional beliefs. (However, it seems as though their only response is an emotional cry–"Oh my God, where did we fail them.") The new image is not rejecting WW II Veterans who burn draft cards and claim conscientious objection to call attention to a situation (Vietnam War) which is seemingly "hung up" in codified laws, prejudice, nationalism, ignorant patriotism and medals of valor. The new image is not rejecting the John Birchers as persons by saying to them–"Even a Commie has something good to say!"–but are suggesting that ignorant patriotism is perhaps worse than the cruelest form of authoritarianism. Yes, the new image, the questioning student, is asking the adult generation for help in renewing and rebuilding the society in which we both live, by way of moral sensitivity and logical reason.

The questioning student has begun to understand the causes that generate internal corroding in a society–within the educational processes. In general, these causes have been categorized as those which stifle and discourage the creativity of the individual. He has realized the importance of establishing a structure within society that will prompt spontaneity and creativity–not discourage it. In his search for a new method not bogged down in red tape and haphazardly revised to meet new demands, he is experiencing a rash disenchantment with the "pseudo-educators" of the campus. These are the complacent individuals who whisper in their corners, usually fictitiously described as "private faculty lounges," or "private dining for faculty only." Their reasons for these Private Only Places: (?) "What would my faculty friends or administrators say if I ate with a student!" "I need to relax, to get away from it all, besides what would we have in common to talk about, we sure as hell aren't going to just sit and look at each other." My personal reactions to these statements: The sound of their whispering is much more pleasant than the irritating ones caused by students' questions and campus revolution. The latest gossip is much more interesting than the trite problems of some poor frustrated freshman who cannot get over the fact that communists and atheists are allowed to walk on the same sidewalk and eat in the same cafeteria that she does.

Inherent in these statements is the idea that students and faculty and administration must develop an intellectual atmosphere in which critical thought and investigation may be experienced both in and outside of the classroom situation. Also implied is the thought that there is (or at least there should be) a responsibility on the part of all to consider and to deal with the problems of intellectual maturation. In essence, none should isolate himself socially or academically from the others but should attempt to establish a true communion in light of the social, religious, political and economic status of their surrounding environment and of the community of scholars itself. I might add to this that this communion can only be started, maintained, and nurtured by an honest and affectionate dialogue.

Perhaps this communion or interaction does exist on some campuses, but how many educators are still disillusioned with the thought that the lecture system, (better described as sermonizing) is the great way to educate the sponges who are to soak up the valuable information that spills from the mouths of those who know. I realize that this argument is usually confronted with the statement that the lecture system serves as a convenience in our field of mass education. But I seriously question this convenience. How many lecturers have the perverted sense that as faculty or administrators they are the aristocrats, with the students the members of the third class? To have a conversation with a radical student, perhaps even a hippie type with a beard and other bad habits would place that faculty member in a social status comparable to the southern gentleman who might have had a conversation with a negro slave and later regarded, by his prejudices peers, as a "nigger-lover." These so-called "educators," who criticize their predecessors, appear to be "hung up" in pseudo-morals and questionable attitudes which have been transmitted through history by prejudiced ethnocentrism and illogical reason.

"But why," they ask, "do students question our reason and wisdom." Wouldn't you ask questions if YOU were:

forced to attend all classes in order to receive a passing grade - even though YOU paid for your tuition;

forced by some ancient dress code to dress in the proper manner because of some laws or rules (sounds less restrictive) set up by a group of intellectually ancient dorm mothers who still haven't recovered from the shock that the dresses are revealing sin and some meaty portions of the thigh; (for further reading on this subject my sentiments are in complete agreement with the remarks written by Jerry Farber in his essay, "Student as Nigger.");

forced to be in your dorm room at a certain time when the chimes approach twelve, because of the logical reason that the car in which you are riding will turn into a pumpkin at midnight (one o'clock on weekends), at which time all men become lusty animals and overpower the weaker sex;

forced to get passing grades or your body will be ejected from the campus, because an E or F is positive proof that you are dead weight to the intellectuals of the scholastic community;

forced to spend ten weeks in a course that could be completed in one week if the instructor or administration would take time to work with the progressive learners;

forced to refrain from challenging administrative decisions or your parents will be informed of your misconduct;

forced to admit that your REPRESENTATIVE STUDENT GOVERNMENT only has the power to legislate well-written questions for the "SUGGESTION BOX" located in the lobby of the personnel office and filed by the JANITOR after working hours;

forced to disappear when the real issues of education are being voted on by the faculty and administration;

AND WOULDN'T YOU START ORGANIZING YOURSELVES IN STUDENT POWER GROUPS IF:

(If I sound somewhat apprehensive when using the term student power, it is because of the ambiguity of the term itself and because of the militant connotation that has been ascribed to it in various parts of the world. However, I do use it to express the notion that it is descriptive of concerned and questioning students working together. When it comes to debating the issues of curriculum, academic advisement, grading methods, experimental education and housing, the support of status quo or the advocacy of its change is affected to a greater degree by a collective group of students, than by one individual.)

You're told one thing during Freshmen Orientation only to learn that the truth is quite the opposite;

you were forced to work for slave wages in order to put yourself through school;

all newspapers and student written literature was censored before it went to press?

administrators continually reduced your criticisms of the institution to such verbal categories as: (a) radicalism (b) idealism - which they somehow make appear unrelated to education (c) mental case - with a slightly perverted sense of reality;

your suggestions are refused because of THE RULES or BECAUSE YOU'RE ONLY ONE AMONG SO MANY;

instructors graded you solely on the basis of two tests which naturally provide them with the necessary information to decide whether or not it is your turn to serve Uncle Sam his breakfast in Vietnam or wherever he is giving advice;

experiments in education were only conducted with the B student or above, because he is capable of understanding, whereas the student with the lower grade point average is only capable of memorizing facts and barfing them up on paper two or three times during the semester;

administrators believed that if individual attention were given to some students, it would be the advent of some form of educational disaster;

Not all faculty and administrators are representative of this type of personality, but those who are, prevent the future of the free university. Also, the previous statements do not, and were not intended to define the questioning student or what student power is; but rather are my effort to provide a SENSITIVE NOTION of what I believe to be some of the critical problems confronting students and the potential of the free university. I cannot define the terms - the questioning student and student power, because these are individual decisions to be applied and defined in local campus situations.

Having considered the first two elements of the perspective, let us briefly examine the remaining elements of the college union and student responsibility.

The College Union:

A. The idealism involved in my model;
B. The realism involved in my model
C. The need for this model as a creative example for the academic processes of the campus;

Many concerned individuals view the union as the true community of scholars and perhaps the womb of the developing fetus of the free university. Supposedly it is relatively free from the dress codes, attendance policies, letter grades, boring lectures and the rigidness of the classroom situation - a place where programming receives some latitude and nurturing of creativity. Unfortunately, however, even these few ideals are constantly shattered by individuals who administer with prejudiced and illogical concerns. (Give credit to those who are doing good works.) Some unions lack the interest and support and involvement of the students, but this obvious fact is seldom explained. Can students be responsible if they are not provided with an unprejudiced opportunity to be responsible? I sincerely hope that union directors and programmers are not just the individuals who hire and fire janitors but that they are also very sensitive to the needs of the students and to the potential worth of the organization which so often needs their advice and leadership. I sincerely hope that they who are getting gray hairs or losing them are not discouraging the new generation of programmers and college union advisors (whom you have wantingly or unwantingly created by the mere virtue of your mistakes and successes) from doing the NOW of education. And, finally, I hope they understand the tremendous potential the college union possesses at this time in history for revitalizing the processes of education. Whether critics admit it or not, I firmly believe that their individual personality can provide the spark to create a new and honest atmosphere for student dialogue or that it lead to a pessimism which will have little or no action at all.

This is not an attempt to unload my personal frustrations on captive audience, but rather an attempt to relate to you a situation which exists in some of the North Midwestern schools I have encountered during my college career. Perhaps these problems have never existed on your campus but, if they do, you may know the threat they present to possible reform in higher education.

I am not suggesting that you who are present should leave this conference with the attitude that you should have the final say about what programs you will allow or encourage on your campus - that you have the answers to student problems, because chances are that you do not. However, you can do the next best thing and that is - you can provide them with an opportunity to program for themselves.

The remaining question, "To Whom and Why" is the Student Responsible?" is one which I cannot specifically answer anyone except myself. I can suggest answers for this question, but that is all - suggestions. These suggestions should not be legislated into laws or rules. (Even if I thought they should - this is a group decision.) My personal answer to the question is that the student is only responsible to himself and to those to whom he commits his energies. He is responsible in this manner because he, like all of us, is an animal of nature who will employ various defense mechanisms to preserve his natural rights and to protect his total being from any destructive element. Allow me to explain why I believe the student is responsible only to himself and to those to whom he commits his energies.

I First one must examine the implications of the term "responsibility."
- A) moral
- B) legal
- C) trustworthy
- D) obligatory

II Next, he must answer the question "to whom am I responsible?" (this is a tentative decision)
- A) family
- B) friends
- C) group
- D) nation
- E) world

III The value system, of the individual, group, state, nation, or world he believes himself to be responsible to, must be considered next.
- A) justice or injustice
- B) truth or prejudiced opinion
- C) knowledge or limited awareness
- D) freedom of the individual or nonfreedom
- E) democracy on authoritarian politics

IV Having considered the value system, he must next define the problems that challenge the existence of the value system which is manifested in the social, religious, and political institutions of the given society.
- A) poverty
- B) racism
- C) population explosion and food shortage
- D) educational reform
- E) economic situations
- F) the body politics

V Having considered the meaning of the term, making a decision in part to whom he is responsible, considering the value system of this person or group of persons, and having defined the problems which challenge or the elements which sustain the virtue of status quo he must now make one last decision and that is what role will he fulfill in society as a citizen in dealing with one of these problems. Once he makes this individual and personal decision, the second part of our question, "Why is he responsible?" has been answered in total!

VI A case and point of student responsibility summarizing the four elements:

Some people have said that some students, like other people, do not have the ability to be responsible citizens. This is absurd! The basic problem is their inability to decide to whom and why they are responsible. Perhaps your college union could provide an opportunity for the students on your campus to discover themselves as needed and worthy persons in our nation and world.

Summary:

I We have briefly considered the following:
- A) questioning student
- B) student power
- C) college union
- D) student responsibility

II What does this have to say to you as college union personnel?
- A) people throughout history have looked for examples to pattern their lives after
- B) The university also looks for a pattern or model
- C) the college union has the potential to be this model - if its makers are responsible people
- D) the makers of the model must do more than just create ideas - they must manifest these ideas by creating a physical description of the idea

STUDENT POWER

Edward Schwartz, President
United States National Student Association

On Friday I left Washington, D.C. racked by physical violence and moral paralysis. I would report that having been in touch with my roommates over the past weekend, that city is still cordoned with troops, that a block away from where I live major looting has taken place and that curfews which were set at four in the afternoon over the weekend have now only been moved up to six in the evening. All of these things reflecting physical violence you can read about in your newspapers. But for the show of moral paralysis you would have had to have been in this city at 3:00 on Friday afternoon after the first reports of looting began to circulate throughout the city and after the first recommendation on the part of the federal government that it's employees go home and that other workers in the city go home. We saw a mad, hysterical flight through the streets of Washington blocking traffic for miles, pedestrians stretching for miles, creating an atmosphere equalled only by some of the mob scenes in science-fiction movies. But there was something symbolic about what happened on Friday afternoon at three o'clock in Washington because in a strange way the mad flight in the past decade of white America away from America's problems. And the moral paralysis that gripped us all in trying to confront the violence which was developing, in trying to ask ourselves at that moment what could we do to help - to help build a better city - was exactly the kind of moral paralysis which had gripped all of us for the past five to ten years.

I've been asked to talk about student power. There are those of us who view the battle for student power as being primarily a battle to change the consciousness of mass America and to change the ability of mass America to respond to the problems of its own environment. And there are those of us who see it in the demands that students have a greater share in planning their own environments and that universities take a greater share in planning what happens in the larger community around them. There are those of us who see the kinds of responses that administrators make to students as being typical of the kind of responses which white America makes to the problems of its own survival.

The first instance of student power described in this context as students using what power they have to achieve change was in the area of civil rights. Students in that effort learned two languages, two new vocabularies. The first vocabulary which we learned was the vocabulary of democracy, what it meant to be deprived of one's citizenship, to be deprived of one's rights, to be deprived of one's humanity.

The second vocabulary we learned was the vocabulary of identity, what it meant to have an identity, what it meant to be excluded because of certain facets of your identity, what it meant for the black man in this country to be black as an integral part of his identity. What is meant for us who were white and young to begin to develop a sense of what the highest forms of our own identity could be. And, as many of us who worked in that movement at that time discovered when we returned to our own campuses, the universities of our country honored neither the rhetoric which we had learned nor the needs which we had in terms of the search for our own identity. Of the rhetoric of democracy which some of us began to apply to the community of the university in asking that students take a greater participation in the affairs of those communities, we were told that a university was a private institution, even when supported by the public. It had to be governed by a hierarchical board of governors. Our transient nature and our inexperience made us unqualified to sit in the councils of the university decision makers.

If we didn't like it we could leave. In response to the second of our cries for identity–of our insistence that the world in which we live is a world not governed by reason but one in which emotions of various kinds play a critical part, we were told that emotion had no place in higher learning. We were told that the task of higher learning was somehow to objectify the world and to teach people to remain cool and detached observers of the world around us. We heard both of these things when we referred to our experience in the South. We also heard them when we referred to the theories and philosophies of higher education. And we began to see in one sense that the cognitive dissonance between America's rhetoric and its reality, between our work for change in the South and North and the mass indifference to that change, was a slow response to change throughout the country.

It was part of the cognitive dissonance which we were facing within our own campuses. Here we had spent time listening to men like John Kennedy and Martin Luther King saying, like Dante, that the lowest circle of Hell is reserved for those who remain indifferent in a time of world crisis. And yet we were seeing people whose lives had been built on neutrality or professed neutrality, on objectivity or professed objectivity at a time of moral crisis. And somehow we began to suspect that our leaders in the educational environment were less worth of our support than many of the public figures we had come to support. The institutions of higher learning into which we had been foisted because society said that this must be were not the best institutions to help us grow. They had their limitations, to say the least. We began to learn that if we were to obtain satisfaction in our lives we would have to ignore the standards and demands of the institution, take from it what we may and use that to do the other things that we wanted to do, even at the cost of sacrifices in terms of grades. Or we had to make a battleground of the university and try to change that institution to begin to come to grips with what is happening in America now and not what happened in Germany in the 19th century or in Greece long before the birth of Christ.

Students have undertaken these parallel movements. For some the assertion of greater democracy and of a new quest for identity has taken them outside of their campuses to continue the battle for black people in this country and for underdeveloped countries which this country does not understand, and they have raised a cry for student power as a descriptive phrase to show the country that students can do certain things. Early this year they showed their easy power to disrupt and perhaps this power is the easiest for any small group to use. In more recent months and weeks, a slightly different group of students with similar sympathy has shown this country the student's power to arouse voters, to campaign from door to door, to talk to people about a cause and a man, to turn this country around. Perhaps that was a harder exercise of power which students show themselves capable of wielding. Within the university another group began to realize that what happens in education in this country happens in the transferral of thought between one generation and another; that what happens in the struggle toward a community whose commitment is to development and identity, will be critical to the determination of what happens to all of us, to America in the years ahead. To that group of students, student power is not simply a phrase of what students can do with the power they have. It is a phrase which makes certain demands on an institution to free space, to allow as Michael Rossman, one of its leaders, has put it, the room to breathe, to provide free space in which students begin to take responsibility for their own affairs; to free space for students to be able to cooperate with faculty members and administrators in discussing the basic issues of the university, the basic issues of investments, the basic issues of admission, the basic issues of recruitment, the basic issues of research, the basic issues of curricular planning and teaching and learning and new programs.

All of these things involve a freeing of space. And it involves not simply a freeing of structural space, but of human space, of the attitudes which people within a university have toward themselves, toward those who are presumably the center of the university, the students. And the demands have been phrased in very simple democratic language. He who must obey a rule should make it. Students should have control over their own affairs. Students and faculty should participate jointly in discussions of curriculum. Student, faculty and administration should participate jointly in discussions basic to the university and its role in society. The spirit behind these simple formulations is part of the throbbing spirit of students in this generation, part of the same spirit which led students to make similar demands for black people in the South, or to make similar demands for the Vietnamese people, or for poor people, or for themselves outside of the university.

So the battle for student power is not simply a battle for university survival. It's part of the changing needs of America and of the demand that mass America take a close look at itself and what it does to itself and what it does to people. Ultimately the questions asked by students who are raising the cry of student power are questions that are asked of you, because those of you who are involved in college administration those of you who are involved in the directorship of unions legally have the power. Therefore if this power is to shared or granted or accorded, if new faces and new ideas and new spirits are to be given credence and credibility, if new people are to sit on your committees and new forms institutional, social, and moral, are to take hold of higher education; if these things are to happen, the change is not going to come from the students who were aroused to change in 1960 and 1961 and who have been continuing this pattern of change ever since.It is going to have to come from you and the ways in which you fill your job and the ways in which you rethink why you decided to become involved in higher education and the ways in which you begin to approach the students who come into your office either with petitions or demands or requests or just with a desire to talk. This change is going to have to come from you particularly as Union directors as you respond to the demands or the requests of students for resources to develop their own programs. Three weeks ago President Summerskill and I participated in a program at the University of Illinois which was broadcast by Public Broadcast Laboratory. The interchange between students at the University of Illinois and their administrators made it very clear that one demand that the students had was for additional university resources to develop student-owned and student-run projects. And at that time they were sort of assured that the university was giving them enough money and they were sort of assured that the university was sympathetic to these kinds of requests and to these kinds of programs providing they were constructive. Since then the university of Illinois has cut the budget of the student government of Illinois. At the University of Michigan the student government has a budget of $18,000 to deal with a university of 25,000 students. How can a student government at that kind of university plan any decent programs? How many of you have tried to raise money for community action programs in which your students are involved? Or experimental colleges in which your students are involved? How many of you have been aware of any of these kinds of programs and taken an interest in assisting them in providing university support for them and in providing public encouragement and support for them? Some of you are, probably some of you are not. Shortly some of us in the National Student Association are going to launch a drive to raise one million dollars by June to put white kids in the suburbs this summer to talk about white racism and to help black kids in the ghettoes this summer continue the task of building there. We are going to raise this on every campus in the country and with public leaders and with the government and with the foundations and with you. How many of your universities are going to contribute? How many of you are going to help us in raising these kinds of funds? Or help any of other organization raise funds? This is part of student power.

So, I speak to you of student power, but I also speak to you of our society - what is happening to our society and what is happening to us. And I speak to you about the future of our society and what we can do to help to build it. As student power becomes a reality, I cannot guarantee that our society will take a geometric jump in the right direction, but I can guarantee that a number of us who use this phrase are working, and we are asking for your help.

Walter B. Raushenbush, Professor of Law
University of Wisconsin

There's a certain burden of being asked to represent the faculty. One of the problems that underlies the conflicts and stresses of the past year or so in this area of student power, as it's loosely called, is the fact that there seems to be an assumption that there is a student position. I think that's fallacious although there is certainly an identifiable position of an active and very significant, dedicated group of students and you can say with some certainty when you get Ed Schwartz here that you have an eloquent and articulate representative of that position. But, you have an even greater fallacy when you attempt to represent a faculty position. One of the difficulties is the assumption by some, though not the more sophicticated student activists, that there is such a thing as a faculty position and faculty model. It's a cliche which I disbelieve and which I think stands in the way of the kind of fruitful action about which Mr. Schwartz was talking.

I have another problem. I wish I knew how many of you really took seriously some of the things that he was talking about. Is it like going to church on Sunday? We listen; we nod; we feel gently massaged around our moral fibers. But we're only perhaps at the most, and this is a lot for a preacher to look for, ten percent serious about doing anything concerning his subject. Now, if that's your position, as...a bunch of on the whole quite comfortable bureaucrats living in the lap of some of the most pleasant communities in our country. I would have one set of remarks for you. On the other hand if I felt that you took seriously the fact that there is something wrong in this country and that the students or many of them, are showing us the way to attack these ills and are showing us the virtues of impatience and the merits of enthusiasm and the strength of dedication, then I'd say some quite different things. So I assume the latter because we're college-educated people. We have jobs which, I hope, require us to do constructure, important and eclectic thinking. Now if that's true we have some stones on which we can build. We have some conclusions in which we ought to join in order to move foreward.

One of these is that our society is not well. This is a country that has in many areas greater strengths, greater virtues, greater prosperity than it or any country has had before. But we have tremendously important sicknesses and they come from the greater consciousness of people, the improvement of communications, some of the factors President Summerskill has mentioned. This is a situation that is more acute, more serious and more visible than ever before. I'm going to assume that because you are thinking people you know this. And that when Ed Schwartz says this to you, you nod not out of courtesy but out of conviction. Let' go forward from that assumption.

Then we have to ask a question. In this society of ours with its very real defects, is the university its apologist and protector or is the university and has the university been an improver and constructive critic of the society. Now, this is a difficult position for the university. To the student, at least, it is a visible manifestation of the establishment. It has won, on the whole, the approval of the establishment. People who don't really believe in academic freedom tend to accept it as part of the university which is, on the whole, a good thing. So we have the university which is, in a sense, of the establishment and it's understandable when a student says "you're just the protectors of this insidious and insipid corporate liberalism that we must destroy and therefore we must start out by destroying the university." There are very open, very active student nihilists who take essentially this position. I think you're familiar with that. Now, there's a certain amount of truth and we need to recognize it in the university's role as a part of the establishment, as a service station gasing up students for their roles in the established society. That's a nice epithet, there's enough truth to give it a real ring. There's also enough inevitability in it so we can't wholly discard it. But, on the other hand, if we say that the university is purely this, then we miss something awfully important in the university tradition through the years. We miss a contribution which the university has made and can make as an improver and critic of society. I take the position that it is important for the universities to welcome the students to the fight. Because university campuses, manned not by students but by faculty, in this country have been sources of improvement and criticism for the society, even during the ages when students were doing little. We need to insist that the students recognize this (we can insist on anything to them; we must try to help them recognize it) at the same time that we not let ourselves get complacent about the fact that we have played this role while students are showing us that the way we are playing it is inadequate for the present.

It is inadequate. We should be saying to the students "Welcome. Show us where we can keep up in these rapidly changing times with the role we have historically played and even expanded because expansion and greater strength and depth is needed." And we ought to be saying to the students "Recognize what as universities we've historically done in this regard and give us rational proposals for how you can help us do it better, rather than telling us that everything that we have been doing and everything that we are is worthless." Because you know universities are institutions and they are made up of people who have become institutionalized and somewhat set in their ways, perhaps less than many other institutions would like to think so. And if you say "you're no good, get out of the game," the students are going to offer resistance - some of it rational; some of it simply instinctive. We deserve that kind of behavior from the students if, on the other hand, they reject the rational approaches they make about joining them in a role which has historically been partly ours and is now obviously very importantly theirs also, than we ought to have something we can really work with. The instinct for self-preservation in an organization such as the university must be recognized. The student effort must find ways to improve the university. The committee on which I served (and I don't know if what we proposed in various areas is going to be accepted by the faculty; if it's accepted by the faculty, I don't know if it's going to be accepted by the Regents; if the regents accept it I don't know if the Legislature is going to stand for it) has taken a step which says "Yes, we need the student voice in all parts of university government more than it's been available and heard before even though we think it's been heard some before." And we come up with quite specific proposals. Now, what's going to determine in very important fashion the way things go for our university over the next few years is whether the students in leadership roles, who have this impatience which has all kinds of virtue and merit to it, are willing to say "Let's fill those roles, Let's go, Let's give it a try, Let's see if you'll listen." Or are they going to say, "Well this is just another committee recommending the establishment of more committees and what we want to see is a faculty statement that the war in Vietnam is a terrible evil."?

This is the dilemma and it poses another. When I say the universities have been improvers and critics of the society and when I talk about what universities have already done, it's a nice short-hand. But what's really been going on is the work of individuals. As a group of individuals the University of Wisconsin faculty is way ahead of its student body in opposition to the war in Vietnam. The intensity of conviction, the percentage of commitment to that proposition, assuming for the moment it's virtuous which I think may not even be relevant right here, although it happens to be a position that I agree with, of the part of the faculty has been a lot more intensive than that of the total student body. I say the same about civil rights. We would, I suppose, take the position on the war that it would not be appropriate for the university faculty to take a position as a faculty against the war,because it would be true that those of us on the faculty who happen to favor the war or some aspect of it would then be cast into a minority which had been declared unorthodox - the kind of a declaration that we still think the university needs to foreswear.

I think that it's true that students can move effectively within committees to try to affect corporate positions. But, we need also to see in this business of the government of the university that there is not a faculty, there are a bunch of faculty members in various important decision-making roles. If we have effective government with the students there won't be a student position reflected in the performance of every student member on every committee. There'll be a buch of students of varying backgrounds, convictions, and so forth, saying some things that we as a faculty and our administration and everybody else needs to hear. And saying things and making proposals which we should consider, many of which we should approve. Now, there is a real problem. Mr. Schwartz has said that he thought he and students like him can tell who on the faculty are the good guys. Who think like the students and who do not. There's a tremendous ring of truth to that. The faculty life which you share is really a great life and some day the people at large are going to catch up with the academic existence; are going to say you have something awfully good going here and you've made us think it's virtuous whereas it's just hedonistic. The kind of life that we have poses on us some very heavy responsibilities. We're comfortable, protected; at the same time we have this tremendous freedom and we've been able to say with plausibility and with accuracy that this is a freedom we must have because of our academic pursuits and the nature of the university. But it's also something that we have been willing to in various ways exploit to our own personal advantage, whether it be on issues with which we are concerned or the style of life we chose. So when a student tells you that some or even most faculty members or administrators are phonies, maybe he is right , even if not for the reason expressed. If there's a student who says that an honest conservative on our faculty is a phony because he is resolute, clear in his thoughts, bold about expressing them and convinced of them, then I mark the student at fault. Because it seems to me that the judgment of genuineness is not necessarily agreement with my views or with the views of anyone else. That can't be on a university campus. At the same time, when a student tells me that a faculty member or a lot of faculty members are phonies and I look at these people and see people who are committed only to the values of academic existence, people who are willing to go through the job of teaching although in private conversation they may have some things to say about how nice the university would be if there were no students, I know the student is right. These are the people who like the life but who aren't willing to really accept its real responsibilities. They may be good researchers in their own little fields and that's fine. When a student tells me that that kind of a person is a phony, I have to agree with him.

There are student phonies, too, of various kinds and no student leader would assert otherwise. That's one of the crosses they bear, as that there are an awful lot of students who are unconcerned about things they ought to be concerned with, or who are putting up a front because they think that's the way to get on in life. One of the things that's wrong with our society is that maybe it is the way to get on in life.

You Union Directors and staff members have the same kind of temptation - to wallow in the comfort of the university existence. We really musn't, you know. We need to listen to the students. We need to set up channels through which we can listen better than we do now. When they tell us that the university must be destroyed, the instinct is to turn them off, and I guess we have to do that. We wouldn't be human if we could listen to that without resisting. But if they say to us that a university has a marvelous potential and historic role, that the potential isn't being realized and the role is being lost, then we need to listen. We need to say to them "Take a position on this that the other governing body of this institution can hear. Help us understand where it is that education is falling down. Where it is that you think the university is making unconscious policy decisions which take it in directions other than those in which it ought to go."

I think that the potential that students have for shaking up institutions should be used on some which, I would judge from only limited exposure to them, badly need shaking up. You keep hearing things about institutions which if you're not there, you can't believe. When the free speech movement flap erupted at Berkeley, we at Wisconsin just couldn't believe that there was that level of restriction on the outside political interest and acitvity of students. We didn't have to have that at Madison. Perhaps there are things that we take for granted in Madison that someone else would say to us "I just can't believe you're that archaic." Students sometimes, perhaps for effect, perhaps out of desperation, take the kind of one dimensional approach to the problem of reforming the university. The university lets that approach turned off, instead of saying you're right, but let's try it a few different ways and let's see if we can't set up this technique or that. Why then is the university to blame? Let's have the university offer these opportunities and then I would suggest let's have the students give the universities credit for more good faith than I've heard most of them uttering lately. We are institutions that are struggling (at least many of us in the institutions are struggling), to find ways to continue to be relevant, to continue to play the university's role and expand it. I guess perhaps my only disagreement with student power is some of the implied premises that have to do with the generation gap and the untrustworthiness of university staff and faculty. I think that's overplayed, but, maybe I'll have to change my mind if, as the urgencies of our society today continue to become more and more acute, our universities continue the comfortable path which I enjoy sharing with them.

John H. Summerskill, President
San Francisco State College

In my dialogue and confrontation with the student activists who are committed to a single cause (I'm not questioning their motives) I find very little room to protect the diversity of the academic community. The faculty and administration who, in good faith, are open to joint discussion and decision-making find little or no room to maneuver. While you term the instincts in this area very good, I find myself coming to the defense of the conservative or non-involved professor because I agree that faculty are people paid to think otherwise, the individuality and creativity of individual faculty members make a great institution. I have trouble in discussions with students reconciling those values of individual initiative and individual rights with the harsh thrust of certain small groups of activists who are bent on commitment to one cause and one only. That's one area I'd like to hear any suggestions Ed Schwartz might have for practicing administrators. Second, I'd be pleased by his comments on this next problem. I think often that the committed activist students when they're seeking and sharing a power, can overestimate the power that the administration, the President, actually holds. That power is very much shared, not only internally with the students and faculty, but very much so, as in our case, with the Chancellor's Office, the Board of Trustees, the Legislature, as I discovered, the Governor's office. Behind the governor's office there are three and a half million people, many of whom voted with a particular concept of college and authority structure in their minds. These are vast and substantial powers and I was in difficulty personally in instances where I understood what the students were talking about–perhaps my position was in fact in advance of theirs–and yet felt an inadequate understanding of the student's part in remaking this country of ours. I wonder to what extent your people in NSA and others on campuses are thinking about the larger public education problem. If you are really interested in objectives which I think go beyond the capabilities of your local administrations, you have an obligation beyond the campus.

(Response by Schwartz) The most difficult campus, I think, for an administrator to handle is a campus like San Francisco State which has no large residential student community. The diverse forces within the student body try to come to grips with the problems of the community. It's difficult because the only people in that situation who care about the university are a few who have some concern for education and for creating a community around the institution. And, perhaps, some others who perceive the university as part of the pattern of the American corporate system and wish to expose it as part of their larger struggle against the injustices of that system. Without a community to which the latter group can respond and attempt to influence and against which it can measure its victories, their battle becomes one of raising public attention to their cause in a vacuum. I don't know how I would deal with that small group of people who can cause an enormous amount of trouble. I think that commuter colleges and multiversities which pay little attention to the problems of the campus community are going to have a difficult time in the years ahead. Many students desire a sense of community, a community within which they can grow, and without it their frustrations emerge as they have in San Francisco State. As a student voice I must respond to those who say that the answer to the problems of this country lies in tearing everything down. My response to that is to find imaginative ways to build this country up. Find words and programs which deal with the real needs of people, which deal with the desire for work which people really have.

I'll give you one example. The Students for a Democratic Society, which I think has mixed emotions about the world, moves ambivalently between a desire to build and a desire to destroy. It joined with the National Student Association despite, all of its rhetorical and ideological and philosophical objections to us, in our law suit against General Hershey's directive which would have reclassified draft-protestors 1A. Now their joining with us provided an alternative which appeared to have a chance of working. It struck at a figure who had not won the greatest degree of popularity the last four months among students generally, or maybe even among large segments of the public. And it gave them something useful which they thought they could do.

At the University of Wisconsin last fall, after forty-five students were beaten by the police for sitting-in to block recruiters, I went to Wisconsin and spoke at several rallies. The message I tried to carry was that if the student Left there wanted to have an effect it did not simply wait for the next recruiter to come to town. If they wanted to have an effect they had to build over a long period of time by going into dormitories, structuring new kinds of learning environments, new kinds of experiences for the mass of students whom they felt, and I think correctly so, did not care. To that extent I agree with Dr. Rauschenbush about a lot of students at the University of Wisconsin.

What was interesting to me was that many of the people to whom I was speaking, who may well be the ones who say "destroy the university," responded favorably to that message. Whether they have acted upon it , whether their leadership has had the resources to develop that kind of skill, I'm not sure. But that message came across and people did respond. People will respond. So this is my response to dealing with people whom you say want to destroy the university and want you to deal only with one cause.

Now you asked a second question about positive programs for increased public understanding of these situations. I could cite examples such as the students at City College of New York who, when the State Legislature threatened to impose tuition, did go to thier legislature–the political leaders of their cities to join in a battle to stop tuition at the city university. Similar efforts have been undertaken in the state of New Jersey. Recently students at Long Island University tried to prevent the sale of their university. Students from Stonybrook tried to prevent public intrusion into the affairs of their university following the rather exciting drug raid which took place there. The students will do these things and they will certainly do them if the college president and the dean and the leaders of the faculty assume leadership and ask for students to join them. Dean Williamson, with whom I have had many occasions to disagree, at least upon occasion has led his students in their battle for more funds with the state legislature. The students have responded to that leadership. So I say in response to the second question, "Yes, students will go beyond their campus and accept the responsibility to educate the public but they ask of their president, and their deans and their faculty members that they lead. They think that the educational leaders as part of their jobs, as part of their lives, as a part of their commitment to education should do these things for their schools. And if that kind of leadership is provided I know that students will respond.

I will use one parallel in closing this segment of my sermon. In New York this weekend there was a minimum of rioting and looting. And on television Saturday night one of the leaders of the Black Nationalist movement in Harlem, a Kenyata movement, was asked why was it that the Black Militants did not go out in the streets of New York urging people to burn the city down. Why was it that these Black Militants instead went around the streets of New York urging the young kids who were looting and damaging property to cool it. The Kenyata came up with a surprising statement from someone who was supposed to be urging nihilism and so close to urging the burning down of the cities and the killing of white people, said, "well, you know you've got a mayor who comes uptown once in awhile, walks through the streets, talks to people, has a task force which seems to understand the problems of the community and he's a good mayor for that reason." Now there's no question that John Lindsay has not been able to solve those problems and that he will need, as every city will need, many more resources to do so. But, he has shown that he cares and even the most militant respond to that kind of demonstration.

(Response by Raushenbush) I do feel strongly about the failure of a great deal of faculty and administrations of at least my university, and I expect it's wide-spread, to recognize as part of education the need to establish more acquaintanceship of a really fruitful and two-way kind with students–...it's not only their obligation, its to their benefit. The whole situation at the Law School is a little bit removed from a good bit of this and yet the same thing applies there. Even though we're a smaller educational community within a larger one, we don't do the kind of interaction with our students that I feel strongly that we should. I recur to the theme that the universities are potentially strong allies, and

should be, of students in the kinds of efforts that they are making to show concern about our society. It's a concern that's required and in which they're taking the lead. There are times when the universities react because they think the students want the universities and the faculties, administrations and so on, to be allied with them on the student terms only. About seven years ago the University of Wisconsin faced a very real difficulty in the Legislature in terms of adequate funds. We had begun ski-rocketing growth. We were facing a situation in which there was a Democratic governor, a Republican legislature, and a need for raising more tax revenues. None of the conditions were upsetting but we simply weren't going to get the kind of budget we needed. An extraordinary thing happened and I wonder if it would happen today anywhere. A group of the most radical student leaders on campus, some of them identifiable Communist, came to the Dean of Students and said, in effect, "You know, we care about this place and we appreciate the freedom to agitate and to learn, etc. that we have here. We think this is quite a place. Why don't you advise us what we can do to help the university get an adequate budget this spring while the Legislature is meeting." And the Dean of Students, although I don't think this word was yet in the general vocabulary, in effect said, "Cool it. You're perfectly free do do or say anything you want, but if you want my advice as to what will help, don't give our opponents in the Legislature, those who look for every opportunity to stick the knife into us, immediate ammunition at budget time." "And in fact that's what happened. And we survived much better than we had expected. Not long after that and shortly before the free speech flap at Berkeley developed, we had another interesting incident. A student group marched into the appropriate office and demanded permission to bring George Lincoln Rockwell to the campus and it was perfectly clear to any keen eye, that they were expected to be told "You may not bring him here." But the answer was "Sure, what size hall do you need and when is he coming," and they faded into the night and he never came. Those things both seem far away now. The latter seems far away because I hope we have reached the point Dean McKay mentions where the battle for that student freedom has been won. Perhaps not on all campuses, but certainly that's one in which we need consensus.

A state university has a strong political power base, even without the help of its students, although it solicits and gets their help in fairly substantial numbers. But, it also occupies a delicate position because there are members of the Legislature who are tremendously anxious to take it down a peg or two and they look for excuses which can bring in as allies legislators who normally are on our side. One last little anecdote to illustrate the kind of thing that confirms students' cynicism. This committee on which I serve recommended, among other things, that we abolish student hours, limited hours for women, and authorize all students of all ages to live in other than supervised dormitories if their parents would consent to it. We have had a situation where even with parental consent, some of the younger students, freshmen and sophomore women and freshmen men, have had to live in supervised housing. The legislative committee is in an uproar about this. And why? If a matter of the morals were involved you could understand that. And you could say "Well, look. We're just leaving it up to the parents. If the parent doesn't sign a consent, he still has to be in supervised housing." However, the argument now is "You're shafting all those proprietors of private housing who have built private dormitories and expected to fill them by renting to students who may not choose that kind of housing, because they can get their parents to agree they can live someplace else." "Now, I don't know what's going to happen with them, but one could pardon a little cyncism on the part of students at the university buckled to that kind of pressure. If we're going to ask the students to be helpful and thoughtful with the very real problems we have with regents and legislatures and the public, then the students have the right, as Ed said, to come back to us and say, "Show us guts that gives us the kind of leadership that is appropriate, if you're going to ask for our support." But there is a credibility and confidence gap. Perhaps the first step we can take is to show that old age has not lessened our ability to care about the things in this country that need caring about.

STUDENT BEHAVIOR

The New Morality: A Look at Situation Ethics

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Student Behavior: The New Morality, has been frequently discussed and nearly as frequently distorted. It is peculiar to the Anglo-American mode of thought that morality is inevitably equated with sexual ethics. But for students sex is no longer the main issue. As Joseph Fletcher put it, obscenity has become the word "nigger" on the lips of a Bull Conner type cop. It is my ardent hope that the sub-topic of this panel, "A Look at Situation Ethics," will encourage a broadening in the scope of our discussion. Sexual morality is by no means an irrelevant aspect of situation ethics, but it is hardly the core topic or salient feature of ethical theory and discourse.

If we begin with the assumption that looking at student behavior inevitably entails looking at situation ethics, we had better get clear what we mean by these two key words. Situation ethics is not an ethical theory devised to justify the overt behavior of college students. It is ethical theory that has roots reaching as far back as medieval times and the realist - nominalist debate. Situationism or situation ethics has been expounded implicitly in the writings of Christian and non-Christian theologians ever since the time of William Ockham and Duns Scotus. Situation ethics is a form of ethical relativism, but it is by no means a soft relativism. Students are no less capable than any other adults of pleading circumstantial considerations as excusing conditions for undeniably immoral acts. Situation ethics (or whatever we choose to call the relativistic ethics of the college-aged adult) judges as well as condones, condems some acts as immoral while it justifies and demands others as moral and right.

Love or personal concern, freedom, openness, responsibility, and faith. These are the key words of situation ethics, the columns and arches of that edifice which Bishop Robinson designated "the new morality." They have also become part of student jargon and focal points for criticism of student behavior.

The first explicit formulation of situation ethics in the post-war period was Joseph Fletcher's address to the alumni of the Harvard Divinity School in 1959. Entitled *The New Look in Christian Ethics,* this address became the foundation for a longer but hardly modified version of Fletcher's neocasuistry entitled *Situation Ethics: The New Morality.* Fletcher puts forward six points as the cultural and theological bases of the so-called new morality. The first asserts that only one thing is intrinsically good, namely, love. Right and wrong are predicated on action. They are not properties intrinsic to the act itself. Thus it is wrong to lie in a given situation if and only if the situation demands the truth. Lying is not intrinsically wrong; it is wrong only when it violates the singular law of love.

Fletcher's second and third points seek to clarify the meaning of the word "love." The Greek version of the Bible renders this work three ways: agape, meaning personal concern and closely related to the notion of justice; philia, meaning friendship or fellowship; and eros, which carries the connotation of intense emotive devotion and attachment. The Christian version of situation ethics is an agapeic ethic. It closely resembles the hedonistic utilitarianism of Jeremy Bentham. Bentham's ruling ethical principle is to bring about the greatest amount of happiness for the greatest number of people. In Christian situation or agapeic ethics the ruling principle is to demonstrate the greatest amount of

love (to be understood in the restricted sense of non-emotive personal concern) in the total context of the ethical situation. Thus lying would be right in a situation where the immediate as well as remote consequences of telling the truth would violate the law of love or personal concern. In short, situation ethics puts aside all ethical laws and principles in those instances where they conflict with the law of love. Ethical laws and principles are to be taken as maxims for the guidance of everyday conduct rather than rules which should be obeyed in any and all circumstances.

Situationism is definitely distinct from antinomianism. An example of an antinomian or lawless ethic is the existential ethical theory propounded by philosophers like Sartre and Simone de Beauvoir. According to existential ethics there is a radical discontinuity from one moment of existence to the next. It is impossible for there to be any generally valid principles, much less universally valid laws, of ethical import. The individual encountering an ethical decision must face the anxiety and despair of the moment; the decision to act in the face of an ethical dilemma is right only insofar as it flows from the core of our being and not the letter of the law. Situationism and antinomianism both reject legal prescriptivism. But while the antinomian would argue that there are no ethical laws or principles, the Christian situationist would claim that there is one ethnical law, namely, the law of love. To the situationist all other ethical laws or principles are to be taken as expressions of the wisdom of past experience.

Fletcher's fourth point makes the equation between love or personal concern and justice more explicit. Love in the Christian sense of agape is purely and simply justice; justice is love distributed. The law of love makes no emotive demands on the individual. Again the analogy to hedonistic utilitarianism becomes useful. The hedonist simply balances the amount of happiness against the amount of unhappiness to decide whether an act is right or wrong. His ideal is to maximize both the amount of happiness and its distribution among the people concerned. Situation ethics is no less calculating. The ideal, however, is somewhat different. Where the hedonist seeks to maximize happiness, the situationist seeks to maximize love.

Agape, insofar as it carries the connotation of personal concern distributed without regard to personal or emotive interest, is identical with the Aristotelian notion of distributive justice. It is interesting to note that the equation of love and justice in Fletcher's account of situation ethics rests on a psychological rather than a theological premise. The law of love, as it is expounded in the New Testament (Matt. 5:43-48; John 13:34), cannot be a call to love in the sense of philia or eros since it is psychologically impossible to will an emotion into existence. Agape or personal concern goes out to all, including our enemies, while philia and eros are limited in scope by the narrow dimensions of human emotion.

Fletcher's fifth point is that only the end can justify the means since means are utterly pointless (meaningless) until fulfilled. An act is right if and only if its consequences are compatible with the law of love. Otherwise it is wrong or fails to fall within the sphere of moral and ethical considerations.

Fletcher's final point is that decisions are to be made situationally rather than prescriptively.

Joseph Fletcher is by no means the sole exponent of situation ethics as the following quotation from Dietrich Bonhoeffer shows:

> "The conscience which has been set free is not timid like the conscience which is bound by law, but it stands wide open for our neighbor and for his concrete distress."

Both Fletcher and Bonhoeffer put a good deal of emphasis on the responsibility of the ethical decision maker. Furthermore, they stress the importance of religious faith in the justification of moral acts. Bonhoeffer puts the point quite succinctly when he asserts that:

> "Ultimate ignorance of one's own good and evil, and with it a complete reliance upon grace, is an essential property of responsible historical action. The man who acts ideologically sees himself justified in his idea; the responsible man commits his action into the hands of God and lives by God's grace and favor."

Other well known situationists who have exerted substantial influence on contemporary moral and ethical discourse are William Temple, Emil Brunner, Rudolph Bultmann, Karl Barth, H. R. Niebuhr, and Paul Tillich. Many of their works have been read and discussed by students both inside and outside the classroom.

Fletcher sees his formulation of situation ethics as the antithesis of legal prescriptivism. He is all too ready to equate the latter with establishment ethics. In a like manner many students view institutionalized rules with disdain. On a theoretical level, Fletcher may be right. But in the practical push and pull of everyday life his "new morality" is as abstract as the Bill of Rights and as characteristic of the establishment as the twenty-odd amendments to the Constitution. Fletcher's theoretical position is simply a recognition of the underlying practices and motivating influences of our pluralistic cultural and ethical heritage. Perhaps ethical theories can only delineate the boundaries of an idealized ethical practice. In any case Fletcher's account of situation ethnics is at best an idealized portrayal of the moral and ethical practices of our present culture. Fletcher tells us only where we are, not where we should be.

Just where do college students fit into this picture? Early this year the Committee on the Student in Higher Education, appointed by the Hazen Foundation, published their findings and recommendations. In its *Profile of the New Student* the committee notes that:

> "The background, the needs, the abilities, and the aspirations of the student entering college today are as diverse as the complex country which gave him birth. The great variety in American higher education reflects the equal variety in American culture. But there are some constants. Most students are curious, eager to learn, and willing to work, though they may not understand fully what learning is or what higher education is supposed to be for. They are seeking a meaningful explanation of the complex phenomena of life. They are also looking for a system of intimate relationships that will provide the dimension of belonging which seems to them such a crucial part of life. Their generosity may lack depth and sophistication, but it has also produced volunteer movements the like of which the nation has never seen. They are afraid that they are not tough enough or ruthless enough to succeed in the competitive game that is required for success in American society. They are puzzled about who they are and whether they can be strong enough to stand on their own two feet, independent of parental support. Suspicious of the irrationality and the corruption of adult society they are, nevertheless, willing to make a deal with it since they see no feasible alternative."

Another excerpt from the same report brings us back to our immediate topic: the relationship of student behavior to situation ethics. Discussing characteristics of the new student, the committee says:

> "The chaotic disorder of the world today, with the threat of thermonuclear destruction always hovering above it, is enough to dissuade young people from taking the ideologies of the past very seriously or from listening to the advice of a generation responsible for a state close to anarchy. Traditional left-wing ideologies are, for most students, as irrelevant and archaic as the ideologies of the right. Traditional

> religions hold their own as far as church attendance goes, but are less able to persuade their members to take their cosmogonies seriously as a map of life. Dogmatic ideology is no longer seen as a useful tool with which to face life; articulate social criticism based on a clear vision of what the world ought to be seems largely impossible."

At first glance it appears that little if any revision is needed for Fletcher's situation ethics to fit the facts of current student behavior. Closer attention reveals substantial disagreement with the main tenet of Fletcher's position. As the students and faculty on the Hazen Committee observe:

> "Personal witness, direct protest, insistance on the importance of the interpersonal, the authentic and the genuine are replacing systematic ideologies as the basis of action among substantial numbers of students."

The college student in contemporary society is unable to accept love on a par with justice. The relativistic, interpersonal learnings of the college-aged adult can only be understood if we are willing to accept the Greek translation "philia," connoting friendship or fellowship, as the core meaning of love rather than the nonemotive "agape," which is given primary and exclusive consideration in the "new morality" of situation ethics. The student rejects the eros of intense devotion to ideological goals because there are no longer any ideologies that can guarantee immediate relief from the utter chaos and moral disintegration of contemporary society. Neither can he accept the agape of the status quo, the platitudiness equation of love with distributive justice and equal rights for all. In many ways the growing sense of interpersonal concern as opposed to personal concern marks a turn toward the humanistic ethics of existentialism. A moral responsibility to love everyone can become trivialized if love is reduced to the egoistic expression of personal concern. The moral responsibility to respond both emotively and rationally to the needs and desires of one's neighbor is admittedly more difficult than the agapeic ethic of Fletcher's "new morality." But it is a moral responsibility that recognizes the human rather than the statistical element in every situation and responds accordingly.

The social, political, and religious ideals of mankind with all their moral and ethical ramifications lie well beyond the reach of human frailty and fallibility. The college student stands closer to the conflict between ideology and practicality than any other member of society. Upon entering college the student may possess a moral and ethical value orientation, in all probability that of his parents. But the college years do little to reinforce this already existing and usually superficial ideological stance. The student is forced to re-examine his value orientations in the light of the beliefs and attitudes of his professors and fellow students. What emerges is often a relatively clear understanding of the moral and ethical exigencies of his time. Introspection and interpersonal communication, accompanied by intense emotional involvement and frequently inner turmoil, result in a perspective on society that is rarely attained at any other period of life.

As society becomes more complex, moral and ethical compromise become a necessity. The college student reacts to this practical necessity by constantly striving to break the shackles of human weakness, which he is prone to view as the concommitants of inexcusable ignorance and unforgivable naivete. Slowly and sometimes imperceptibly the student expands the boundaries of moral and ethical awareness and sensitivity. Society fills the gap and the next generation of college students is presented with a new challenge. Each generation of college students must face the conflicting demands and dynamic tensions of practical necessity and ideological purity. The whole process is complicated by the fact that ideologies like practical necessities are no more immortal or Platonic than men.

It is unfortunate that society at large has frequently criticized student behavior without attempting to understand its rationale. In college the young adult is given a chance to view society as well as the moral and ethical goals of its often fogotten ideologies in a clearer light, an illumination untinged by the practical compromises of the workaday world. As the student leaves college he inevitably moves away from his relatively clear moral and ethical viewpoint into the murky waters of everyday ethics. Society moves forward but only at the expense of the insight attained by its newest members, the college generation.

In conclusion, it would be tragic to equate Fletcher's situation ethics–a lucid but conservative portrayal of the ethical workings of the establishment–with the new morality brought into being by today's college student. I am afraid that I have to take sides with those who place philia above agape, who demand the interpersonal as opposed to the personal. I realize that my stance may be untenable, that the demands of philial love may be more difficult than the demands of agapeic love, that I may be advocating a love "with blinders on." But I am convinced that my love for others is more genuine, my sense of responsibility more trustworthy, and my answer to the cry for justice more authentic than any expression of non-emotive personal concern. My ethic, and the ethic of the majority of my fellow students, demands that people be treated not only as ends but also as people. The situation of situation ethics does not involve mannequins but human beings with all their assets and limitations.

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ALIENATION

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How Has the "New" Student Influenced the University Community Today?

1. The "new" student usually means the hippie or new left students, even though, as everyone points out, they are a small minority.
2. Though a minority, they are nevertheless important because by stirring up trouble they:
   a) give "image" to the university community
   b) stimulate the passive majority to crystallize issues on which different sectors of opinion may take stands and therefore
   c) contribute to the liveliness of debate, the vitality of dialogue, and the clarification of issues.
3. They have injected what sociologists call expressive variables into university education.
4. The cries for "meaning" and for "relevance" are really slogans demanding that knowledge (education) be an end-in-itself rather than a largely instrumental process qualifying one for prestigious jobs. They express also a dissatisfaction or impatience with abstractions and with theories which have no immediate ameliorative application to current problems. In view of this, education should be exciting, moving or thrilling, and learning is often equated with the emotional reaffirmation of moral sentiments.
5. This results in the demand for good teaching–teaching in which dialogue (new shibboleth) plays an important role (because it gives the students a chance to express themselves, which, given their implicit learning theory, is essential to their education–particularly in the humanities and social sciences (in which most of them major), which many of them believe is a lot of bull anyway.
6. This brings them into conflict with the traditional conception of the university as a place where specialized skills are taught by men who have been trained to separate facts and techniques from values and meanings and who tend to resent the pressures they feel from students to transform them into gurus and moral leaders of the sort their training often actually disqualifies them for.
7. Among the "new" students there seems to be an entirely different conception of the university emerging, that is, as a sort of political community (rather than an elite training institution) in which the different constituencies (students, faculty, administration, alumni) have a kind of quasi-citizenship and hence should have a political voice in the formulation of policy.
8. This alternate conception of the university brings its adherents into conflict with administrators with the legal responsibilities of accounting to political authorities for the governance of the university and with traditional faculty members who see their authority (an authority based on intellectual certification rather than populistic affirmation) challenged by those whose interests they see as political rather than academic or intellectual.
9. Basically, the conflict is over the character of education, with the "new" students promoting a view of education as a kind of transforming, apocalyptic experience rather than as the absorption of intellectual skills of a politically neutral character which can be used instrumentally for whatever ends decided upon by those so skilled.
10. This general conflict between expressive, un-occupationally oriented youth, and their professionally oriented mentors and other elders comes to focus in the university because it is the place which has been inadvertently allocated as the site for the extended baby-sitting functions made necessary by the extreme prolongation of adolescence in a society which really has few other places for this population to go–a population "mature" in most relevant human respects other than the society's readiness to provide them with fulfilling work-opportunities.
11. The well-known moralism of the young is in part based on their artificially postponed involvement in many of the basic social institutions. In a sense the proverbial idealism and moralism of the young is a function of the fact that they have little else to do. It is as if the problems of age-grading in an advanced industrial society resulted in that society's allocation to the young of being the moral organ of society, embarrassing and troublesome, of course, but essential–a variety of the wound and the bow idea formulated by Edmund Wilson on the basis of the Greek myth of Philoctetes.
12. The development of experimental colleges over the past few years reveals a response to the pressures I have described and suggests that universities will continue to change in accord with changes in the character and size of student populations.
13. One important aspect of these changes is the progressive de-emphasis on ologies, on disciplines, and the increasing emphasis (not only in undergraduate but graduate education as well) on problems in which the different ologies are brought to bear, ad hoc, when they are relevant to problem-formulation and solution. This means continuing conflict between those faculty members who conceive their specific mission and competence as the teaching of ologies (ultimately, "professions") and students who don't want to be ologists but problem solvers.
14. Our responsibility is to understand what is happening in higher education as a result of the pressures created by the "new" student, to be sophisticated about the character of the conflicts that are generated, and to avoid being so caught up in the moral dimensions of the struggle that we are unable to function in the capacities in which we have special competences. The point is to understand this and act upon it with sophistication but without cynicism or opportunism.

WHAT'S NEW WITH POT, ACID, AND SPEED

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Does it seem to you that the news media are full of drug happenings? Why are we witnessing a drug abuse explosion? Why so many "heads"–potheads, pillheads, hopheads, acidheads and rumheads? Is this the age of chemical escape? Have we finally arrived at the portal of the Brave New World?

Certain aspects of the current bedrugged scene are new. Our psychochemists are now capable of synthesizing highly potent mind-shaking chemical structures. A minute speck of d-lysergic acid diethylamide (LSD, can propel one into an orbit far beyond the range of the older psychedelic vegetables. It is probably the most potent of all drugs, certainly the most powerful psychedelic.

Comparative strengths of LSD and other hallucinogens (approximate)

Marihuana (leaves and tops of *Cannabis sativa,* swallowed)	30,000	mg
Peyote buttons (*Lophophora williamsii*)	30,000	mg
Nutmeg (*Myristica fragrans*)	20,000	mg
Hashish (resin of *Cannabis sativa*)	4,000	mg
Mescaline (3,4,5-trimethoxyphenylethylamine)	400	mg
Psilocybin (4-phosphoryltryptamine)	12	mg
STP (2,5-dimethoxy-4-methyl-amphetamine)	5	mg
LSD (d-lysergic acid diethylamide tartarate)	0.1	mg

Some aspects of drug overuse are quite old–even for North America. A century ago Americans drank more distilled spirits per capita than they do today. Opium or its alkaloids were consumed regularly by as many as 4 per cent of our citizenry. Today, the number of users is estimated at .01 per cent. In those days, 100 years ago, many physically or spiritually ailing people were devoted consumers of proprietary cough cures, pain-killers and soothing syrups which contained opium in the bottle but not on the label. Then, too, the hypodermic syringe had just been invented, and large amounts of morphine were injected, especially during the Civil War. Morphinism came to be known as the "Soldier's disease." To add to the substantial population of opiate users, the immigrant Chinese brought their custom of opium smoking to the West, where it spread to a number of the natives. Just 70 years ago, heroin, a cure for opium and morphine addiction, was introduced–a sad example of scientific error prevailing over scientific fact.

During the 19th century many other drugs were misused: cocaine, bromides, chloral and chloroform. Even before ether was discovered to have anesthetic properties, it was sniffed by college students to alter their consciousness. The prime psychedelic of the nineteenth century was nitrous oxide, popularly called "laughing gas" because it evoked hilarity and delight. It provided more than a "high," it revealed enormous insights and universal truths. Sir Humphry Davy, who later suggested its use in anesthesia, tried it in a self-experiment. As he was going under he discovered the final secret of the universe and scrawled it on a pad so that it would not be forgotten. After he recovered he immediately searched for the note, which read: "Gad, the stench is awful." It may be that in the years to come the psychedelic enlightenments of today will be judged to be equally revealing.

POT

It is astonishing to recall that Fluidextracts of Cannabis were on every apothecary's shelf in bygone days, yet the preparation did not find its way into the stomachs of more than one or two venturesome citizens. The most frequent use of this high-powered "pot" was as a green coloring agent for corn remedies.

It was not until the Mexican laborers came to work the fields of the Southwest in the 1930's, and ships brought "pot" into the port of New Orleans, that marihuana took hold in this country. At first it was an item for jazz musicians. Then Mezz Mezzrow spread it around Harlem and it became a favorite of minority groups. During the past decade it has extended to the campus, the arty set, and beyond. Today, it is the most popular of the illegal drugs.

According to law, it is grouped with the narcotics and cocaine. All activities involving marihuana, including possession or use, are felonious. Even knowingly being in a place where the "pot" is used or kept may be subject to penalty. Pharmacologically, it is a mild hallucinogen, the variety grown in the United States being particularly mild. Well-cultivated Mexican or North African material is much stronger. A small amount of the resin of Indian hemp, hashish, is sometimes available, and it is five or six times stronger than the American product.

Marihuana contains a variety of tetrahydrocannabinols which are unstable. The instability of the active ingredient has retarded research, but a reliable, synthetic cannabinol is now available for investigative purposes.

The drug is not addicting in that physical withdrawal symptoms are not seen following sudden withdrawal. Psychological dependence is well known. Tolerance of any degree does not occur.

In this country smoking is the mode of use. The smoker acquires the habit of retaining the deeply inhaled smoke as long as possible in order to enhance absorption across the alveolar capillary bed. Some smokers perform a modified Valsalva maneuver before exhaling. The marihuana cigarette is often irritating, and can produce a "cigarette cough" and conjunctivitis. Whether pulmonary emphysema may result from many years of the unphysiologic way that marihuana is inhaled is not known. Little or no smoke may be exhaled if the technique employed is correct. The absorbed material is carried from the lungs directly to the brain, and the effects are perceived immediately. "Pot" smokers who do not inhale may notice little or nothing from their reefers. The effects from a puff or two of a moderately-good-quality marihuana may last for a few hours. Naturally, one can get "stoned" by increasing the dose. We have no evidence that carcinogens are present in marihuana.

What most users seek is a feeling of relaxation with a dissolution of the tensions and the frustrations of the day. Sometimes drowsiness is noted, especially during the first few trips. Time is often slowed and perceptual distortions are mentioned. Hunger may be experienced; this, presumably, is due to a hypoglycemic effect. Fantasy-type mentation and a euphoric mood are sought and relished. Since ordinary controls

are partially in abeyance, paranoid notions can supervene. Ideas of reference, suspiciousness or strong feelings of grandiosity are known. An overestimate of one's own capabilities is not infrequent. Often mental productions are not as highly assessed when they are later examined in the sober state.

It is difficult to assume an intelligent position about marihuana since some of the information we possess is inaccurate, and important data are not yet available. The following statements can be made even at our present level of knowledge.

1. "Pot" can make you a felon. Mezz Mezzrow, the founder of the pot cult, said, some time before his death, "I laid off five years ago, and if anyone asks my advice today, I tell him to steer clear of it because it carries a rap. That's my final word to all you cats: today I know of one very bad thing the tea can do–it can put you in jail."

2. The occasional use by curious individuals is rarely associated with difficulties. It is true that people trying pot for the first time may lose control and engage in antisocial activities. This is analogous to the person who becomes drunk for the first time. More experienced users of "drink" and "pot" often learn how to handle their disinhibiting agent. However, both drugs are known to be associated with crimes of violence and the inefficient operation of vehicles.

3. The person who regularly smokes a number of reefers daily, the "pothead," is in the position of his alcoholic equivalent, the "rumhead." In both instances a chemical has become the central theme of existence. In both instances emotional growth and development are impeded because problem solving is not accomplished. Rather, the alcohol or the "pot" becomes a universal solution.

4. The advocates for the legalization of "pot" do not seem to recognize that even if it were to become a legal item, its use by minors, or "potted" drivers, would be against the law. Legalization is not as simple as the enthusiasts assume. This country is a co-signer of a United Nations treaty regarding marihuana, which would have to be abrogated. In this regard it is interesting that almost every country has laws against cannabis use, a few more stringent than ours. In Egypt and Nigeria the death penalty could be invoked for its growth and distribution. This peculiar taboo, then, is not a product of our competitive Western culture or Puritan ethic, or a plot of the whiskey or tobacco interests. Instead, it seems to result from a fairly general impression that prolonged use (especially of the stronger preparations) can be harmful. In those countries where hashish is used most widely, namely among the Mohammedan peoples of the Middle East and India, reports continue to appear about the psychotic or demented states of long-term, heavy users. The question that remains is the accuracy of these observations.

Consideration should be given to reducing the penalties for possession and use of marihuana. This is suggested not in response to any pressure group's exhortations. It is a matter of logical consistency. If we were to remove marihuana from the narcotic category, it should be placed on the dangerous drug list. It is illogical to impose lesser penalties for a strong psychedelic like acid than for a minor psychedelic like "pot."

5. Marihuana will not solve the most serious problems we have with drugs–alcohol. The 5 per cent of the drinking population who misuse alcohol to their detriment would not become abstinent if the marihuana restrictions were eliminated. Instead, we would add an unknown number of chronic potheads. In those countries where alcohol is forbidden, skid rows based on "pot" exist.

6. Whether marihuana use directly causes escalation to heroin is unlikely. What probably happens in those instances where "pot" has been used prior to heroin involvement is that personality and social factors determine the misuse of both drugs. It is conceivable that when any illegal drug is used, it may permit more serious drug abuse to occur at a later date.

Today, we may be observing a novel phenomenon. Drug subcultures composed, in the main, of young people, exist in our cities. The ordinary taboos against drug abuse do not exist in these subgroups. Many of them will try anything and everything. We have recent evidence of the "joy popping" of heroin and the "main-lining" of cocaine by a few of these youngsters. No doubt, a small number of them will find themselves hooked on the narcotics. In that sense it may be said that their original use of one culturally-alien drug like marihuana made their initiation into the stronger agents easier.

ACID

It is but a quarter century since the strange psychological effects of d-lysergic acid diethlamide (LSD, acid) were discovered by the serendipitous Swiss biochemist, Albert Hofmann. Since that time the LSD story has changed frequently and rapidly. Originally, the compound was a research tool used to study experimental psychoses, and investigators called in an hallucinogen or a psychotomimetic. The mental and biochemical effects induced, and its psychotherapeutic potential, were studied scientifically. Later, it was noted that not all LSD experiences were disorganizing states of psychosis. Some subjects described alterations of consciousness which were highly euphoric, visually fascinating or even insightful. This self-transcendent state, chemically produced, was also studied by a few investigators. Today, all research efforts have diminished markedly, and few projects are under way.

Part of the reason for the decrease in investigational activity was the spilling of the drug onto the black market a half dozen years ago. A few professors at Harvard had taken LSD and were so overwhelmed by the experience that they proclaimed it as a cure for everyone's psychological problems. Indeed, even our world problems could be solved if only everyone turned on. This seductive message was widely transmitted via the news media. Many were anxious to achieve instant Nirvana via psychedelics, a word presumed to mean "mind manifesting." Large numbers of people have tried LSD during the past few years. In general, they are young middle- or upper-class persons.

During the past two years "hip" colonies based upon "acid" and "pot" use have evolved in a number of our large cities. In contrast to the majority of LSD imbibers who have tried the drug once or a very few times, the "acidhead" has made it a central theme of his existence. Perhaps he has dropped out, left school or work, and is preoccupied with obtaining, using and talking about psychedelics. Other regular users are able to keep functioning while spending LSD weekends at home or in Hippyland.

During the past year a number of developments have occurred which reflect the swirling countercurrents of the LSD scene. Certainly, when new users are encountered, they are often of high school, even junior high school age. They often openly state that their use of "acid" is for a "blast." Occasionally, the contents of the capsule or the sugar cube are "maintained." They appear to be trying to avoid their customary "low," consisting of boredom and frustration, as much as seeking a "high." Many seem emotionally deprived, have difficulty relating, and are unable to enjoy the sober state. On the other hand an impression exists that less LSD is being used today than a year ago. Not only are users stopping because of bad trips or prolonged adverse reactions, but a movement away from LSD by some of its more devout adherents is discernible. These few are slowly coming to realize the illusory nature of most chemical Enlightenments. A number have gone over to meditation and similar non-drug techniques which they are finding more valuable and sustaining.

Unfortunately, another trend is developing in the residual group of "acid" swallowers. Some are trying a wide variety of chemicals, apparently in the search for novel "highs." Deliriants like Asthmador and Jimson weed, intoxicants like airplane glue and nutmeg, stimulants and sedatives, even the strong narcotics, are being sampled. This multiple chemical consumption is unfortunate because of the known and unknown hazards. Furthermore, it exemplifies the thoughtless, hedonistic pursuit of a bedrugged dissociation.

Some of the pharmacology of LSD is unusual. It is active in an amount which is almost invisible, 25 micrograms, 1/40,000th of a gram. The average dose is 100 meg, and up to 10,000 meg has been taken with recovery. The lethal dose for man may be about 15,000 meg. Tolerance occurs within days and is lost just as rapidly. No withdrawal symptoms are evident. It has a central sympathetic effect, dilating and partially paralyzing the iris, increasing body temperature and increasing blood pressure and blood sugar slightly.

It is the psychological effects, which can last 6-12 hours following an average dose, that are most remarkable. The strange changes in time-space perception are astounding. The reversion from rational and logical thought to a fantastic reverie sort of mentation, is attractive to those who seek freedom from problems. States varying from pleasure to ecstasy are often seen; these are the good "trips" sought after by those unable to enjoy "the sober certainty of waking bliss." Less frequent are the "bum trips" or "freakouts" which are horrendous encounters with madness. What is relished by some and intensely disliked by others is the loss of ego integrity. It may be partial, with peculiar changes in body image, or total with depersonalization and a complete dissolution of ego intactness. This can be called "ego death" and has certain correlates with the spontaneously-occurring transcendental state. Alternatively, it can be an experience of insanity (the older name was model psychosis) and be accompanied by terror and panic.

Much research has been done with LSD; much remains undone. Its therapeutic potential has been studied, but it still remains unestablished and investigational.

The possibility adverse effects of one or more LSD exposures are many. Under research conditions these can be prevented or minimized. It has been during the past five years of its other-than-medical use that the complications have been seen in growing numbers. During the course of LSD activity panic or paranoid reactions are possible. These can lead to injury or death. After recovery from the acute effects, flashbacks, or transient recurrences of LSD-like sensations have occurred in some people. The cause of these recrudescences is obscure: LSD is not retained in the organism, and a psychological hypothesis is more attractive than a pharmacological one. The prolonged untoward reactions consist of anxiety states and psychotic breaks. Both are amenable to treatment, with the exception of an occasional psychotic who slips into a chronic schizophrenia. The young person whose attitude toward his life and value system changes so markedly that he drops out is also a casualty–a victim of the delusion that the way to live this life is to leave it. The incidence of these complications is undetermined. The great majority of them remain unreported in the literature, and the actual incidence of LSD taking is quite unknown.

The significance of the chromosomal malformations that have been found remains obscure. That structural alterations of genetic material reflect functional changes in protein manufacture is certainly likely. We do not know today what they represent in the adult exposed to moderate or large amounts of LSD, nor in the offspring of acidhead mothers who also exhibit similar disruptions of chromosomal pattern. No clinical disease is apparent, but it may require time or environmental stressor to make the genetic defect manifest.

Likewise, the question of brain damage in "acidheads" cannot be answered definitely at our present level of information. Results of some preliminary work in our laboratory indicate that certain changes in organic brain cell functioning occur, but this is preliminary and further study is necessary.

Just what the future of LSD will be is uncertain. A fair possibility is that the crest of enthusiasm has passed, and "acid" use may go into a decline in the coming years. Some will continue its use, no doubt. Other, similar drugs might come forth. Agents like LSD, STP (2.5-dimethoxy-4-methyl-amphetamine) and DMT (dimethyltryptamine) are so powerful that is is not likely that they will remain popular potions indefinitely.

SPEED

During the past year methamphetamine (methedrine, "speed," "crystal") has risen to surprising prominence in the hierarchy of abused drugs. The misuse of amphetamines is hardly new. The Japanese post-World War II experience with their epidemic of stimulant overuse is well known. An occasional truck driver will keep driving on pills which enhance alertness but reduce judgment. A few women will enjoy the lift of their weight-reducing medication and proceed to escalate the dosage. The fatigued housewife may find sufficient relief in amphetamines that she will become dependent upon them.

The picture changed about a year ago. The hippies discovered the "pep pill." At first, it was used to enhance and intensity the LSD "high." Soon, however, the word spread that if sufficient "speed" were taken, it was a charge in its own right. "Speed" was so great that a few gave up the "acid" to concentrate their drug-taking careers on meth. They ate the "jolly beans" by the handful. In the natural history of drug abuse a law seems to hold which may be expressed as: "Stronger and more rapidly-acting drugs tend to drive out weaker and slower-acting ones." The mode of use of speed was soon converted to sniffing a concentrated liquid, and then to its intravenous injection. The "mainlining" of "speed" probably will remain the ultimate until some enterprising hippie discovers the spinal route. At any rate "mainlining" speed apparently produces as orgiastic a state as cocaine. "Metheads" and "speed-freaks" now inhabit East Village, Haight-Ashbury and Venice West, with a few of the old-fashioned hippies horrified with these bedazed, sometimes maniacal, often paranoidal creatures. Paranoid psychoses and organic syndromes are seen regularly in heavy "speedfreaks" who may inject 500 to 1000 mg at a shot. This is an impressive dose indeed to the physician who prescribes 10 mg of methedrine by mouth.

It is used by ineffectual couples to enhance the sexual interval. Orgasm is delayed or may not ensue. "Balling" speed is another way by which it is absorbed, via the genital mucosa.

Nor is it surprising that this euphoriant drug (and also some cocaine which is beginning to reappear on the American black market) has been the latest to arrive on the scene. The mindless search for pleasure requires ever stronger means to achieve some ultimate chemical joy. The next act will consist of a more precise method of achieving this end. It is not far off. The technology has been worked out. It will be a matter of implanting electrodes in the pleasure centers of the midbrain. Then, by pressing one of the buttons, we can have the choice of sexual ecstasy, the satisfaction of food satiation, or the pleasure of being relieved of a raging thirst. And if these specific pleasures are insufficient, we will have still another button which simply gives us an indescribable, transcendent glow.

SUMMARY

The spectacle of drug abuse astonishes those physicians and pharmacologists who are well aware of the hazards of these agents. In some instances the potential dangers are hardly known at this time. The reward-danger ratio is too high a price to pay. It seems inevitable that the misuse will recede eventually, but not before many valuable people have been psychologically, physically or socially impaired.

L.S.D. ABUSE: A REVIEW OF CURRENT TRENDS

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Surveillance, evaluation and treatment of various drug problems is one of the primary functions of the Haight-Ashbury Medical Clinic. Of great interest to the general medical community has been the use and abuse of L.S.D. (Lysergic acid Saure Diethylamide). Physiologically the compound acts as a sympathomimetic agent: It mimics the effects that are brought about when the sympathetic nervous system is stimulated. After LSD is taken the pupils dilate, the blood pressure rises slightly, and the pulse quickens. The physiologic effects are quite minor however, compared to the profound psychological effects that are seen.

Psychological or Behavioral Effects

A latent period of 35-45 minutes follows the ingestion of an average dose of LSD (150-100 micrograms). After the initial sympathetic response, a feeling of depersonalization and loss of body image is experienced. This early response in inexperienced users may cause great anxiety, and is probably the most common cause of an acute adverse reaction or "bad trip." The subject initially notices a change in his perception of his environment with objects changing shape and color. Illusions of this nature are the most common perceptual alterations.

Hallucinations (false sensory perceptions without a basis in external reality) are rather rare with LSD and when they do occur are more accurately described as pseudohallucinations in that the individual usually does not lose critical self-judgement during this experience.

Another rather remarkable perceptual change is synesthesia, the translation of one type of sensory experience into another. If one is listening to music for example he may "see" colored vibrations of the music coming from the record player or "smell" purple.

There are much larger swings of mood in the LSD user than under the effects of "traditional" drugs; a more marked emotional lability, and a much greater suggestability. An early stage in the LSD experience may often be euphoric. If the individual is asked, "Why are you laughing?" the answer may be, "I don't know, really, but I just feel like laughing." The euphoria, however, can rapidly change to sadness brought about by very small changes in the environment. The sight of blue sky can generate an ecstacy over its beautiful color. But if the sun goes behind a cloud, the subject's mood can quickly change to one of sadness and it seems that everything in the world is turning gray. Time orientation is frequently affected, also. Past, present and future frequently get confused.

Accepted, normal, even trivial phenomena, seen under the influence of LSD frequently, assume dramatically increased or important new perspectives. For example, an individual may fixate on a red rose and develop a transient, but complicated philosophy of oneness with nature and God. This "ideational" alteration in philosophy may persist into the post LSD period and is in great part responsible for the unifying philosophy of the newly evolved psychedelic sub-culture.

What the individual experiences while under the influence of LSD depends greatly on his personal structure, his "set" or attitude prior to the experience and the invironment in which the drug experience is had. Variation in these parameters can greatly alter the individual drug experience.

A subject under the influence of LSD usually exhibits inappropriate, affected and symbolically altered speech patterns. The latter revolve around verbal concepts of visual distortions: for example, "Wow" is a word often used when it appears that all other descriptive words fail. Verbalizations common to the LSD experience are such expressions as: "White light; clear light; I can see; I can really see; I understand" (even when it appears to an observer that there is no change in the amount or kind of light, or that there is nothing cogent to see or understand).

LSD users often seem to themselves to be conversing on a high, philosophical level, although they may be making no apparent sense to the listener. Paranoia may be generated, exhibiting itself in fear of friends, police officers, and other real–or imagined–people who are "following or watching" the subject.

Different Forms of LSD "On the Street"

Referred to as "acid" on the streets, LSD has been greatly influenced by Madison Avenue techniques in its merchandising. Black market LSD manufacturers use special brand names and different shapes and colors to differentiate their product from others. The proper treatment of an acute drug reaction depends in great part on an accurate history and the array of exotic names can be confusing to a physician unaccustomed to treating cases of black market LSD ingestion. Within the last year at least a dozen preparations have appeared in the Haight-Ashbury with such esoteric names as White Lightening, Blue Dots, Yellow Dots, Purple Wedges, Purple Flats, Purple Owsleys, Pink Dots, Orange Wedges, Green Caps, Blue Caps, Yellow Caps, Brown Caps, and Paisley Camps.

Quality varies from one brand to another, both in the amount of LSD contained and the amount of contaminating ingredients, such as methamphetamine. A discrepancy also exists in the number of micrograms the dealers claim for their capsules or tablets and their actual clinical amount. The "street" dosage in micrograms (called "mics") is generally six to seven times larger than the actual clinical measurement. The Blue Dots, for example, were claimed to contain about 900 to 1,200 "mics" of LSD, but actually contained 150 to 200 actual micrograms. A particular brand does not stay on the "street" very long in the Haight-Ashbury. It is not usually manufactured in sufficient quantity to sustain a prolonged sales campaign. Also, when a particular brand has been accepted as "righteous," (or good) LSD copies are quickly brought out by the competition. The "Blue Dot," for example, was an aspirin tablet splashed with a blue dot on one side, probably applied by an eyedroper. After the "Blue Dot" had won consumer approval, tablets of Vitamin C or aspirin began to appear, dotted with blue food coloring or blue ink, instead of the original coloring which contained LSD.

Contamination of LSD with Methamphetamine

Methamphetamine crystals or "speed," (depending on the frame of reference) have appeared in great abundance in the Haight-Ashbury. Because of its small cost and ease of synthesis, it is often mixed with small quantities of LSD, and sold as "pure acid." This mixture increases the likelihood of a "bad trip," primarily due to the intense sympathomimetic effects of the amphetamines. The tachycardia, muscle tremor, and anxiety produced by "speed," is often magnified by the LSD-sensitized mind into a panic reaction.

Psychological Toxicity

The adverse effects of LSD at present appear to be largely psychological in nature and can lead to several varieties of bad trips. Susceptibility to bad trips is not absolutely dose-related, but depends upon the experience, maturity and personality of the user, as well as the external environment in which the trip is taking place.

The most common bad trip is the simple anxiety type of panic reaction. The inexperienced user is most susceptible to this reaction. The beginning changes or perceptions are often frightening, because they have little, if any, basis for comparison in everyday reality. A panic reaction in the more experienced user can often be credited to the high dosage he has taken.

The other type of bad trip is the toxic psychosis, commonly defined as a major break with reality. The individual under the influence of LSD may have a frightening illusion of bodily distortion which suddenly seems real, for example.

After taking the drug one can feel it has "gotten away" from him; that he no longer has control of the psychological effects he is experiencing. He wants to be taken out of this state immediately. He sometimes tries to physically flee the situation, or he may become quite paranoid and suspicious of other people, and may lash out at them.

Some individuals under LSD show marked changes in cognition or very poor judgment. Individuals have been reported walking into the sea, feeling they were "part of the universe." Some have described a feeling of immortality: "It doesn't matter if my body dies; my spirit will live." This mind-body dissociation leads to a variety of problems including accidental "suicides."

Prolonged Psychotic Reactions

Thousands of young people are taking LSD in unknown quantity under uncontrolled circumstances and we have seen a geometric increase in prolonged psychotic reactions. Although there is currently no evidence of organic brain damage there does appear to be a serious long-term disruption, particularly in those who have had acute adverse reactions. These prolonged psychotic reactions may look like endogenous schizophrenic reactions, and occur most often in individuals with pre-existing psychological problems.

Another adverse side effect is the recurrence of the acute reaction many days, and sometimes weeks, after the individual has taken the drug. A patient with such a "flash-back" becomes quite frightened; he feels he is losing his mind. The recurrence phenomenon is relatively rare, but it becomes more common with those who take the drug frequently or have had adverse reactions. We have also seen recurrent panic reactions, long-term depressions, and long-term perceptual alterations after an acute LSD reaction.

Treatment

Treatment of the acute LSD reaction should be non-punitive, aimed at providing supportive care. If the user suspects "establishment" criticisms and senses that he is being used as a guinea pig (e.g., a situation where 6-9 watchers are in the room) he will fight any help offered. Quick movements should be avoided as they may be misinterpreted. Make the patient comfortable (let him walk around, and the simple suggestions, "Why not sit down and relax," may help calm him.

Techniques for Treating the Acute Panic Reaction

The acute panic reaction, as stated earlier, can be divided into two types and there are two separate treatments recommended. Common to both is the supportive care of the "talk down" method.

Supportive care is the recommended approach to the individual who is having the simple-anxiety type of panic reaction. The therapist using the "talk down" method reassures the patient that his distortions will end. Efforts should be made to direct the patient's attention away from the environment or from the mental aberrations that have precipitated the panic reaction.

The Haight-Ashbury Medical Clinic staff has found that if questions must be asked of someone under the influence of LSD, tact is a necessity. Accusations or evidence of fear on the part of a physician or others in attendance will hinder and often negate whatever constructive treatment efforts are made.

Except for a rare subject in a most advance psychotic state, the LSD user recognizes that his condition results from ingestion of the drug and he retains some ability to test reality. Consequently most cases can be treated without drugs in a non-threatening setting (in a police sense) and an experienced, sympathetic person must be available to "talk down" the patient.

If the patient is in an advanced psychotic state and/or is extremely agitated, we have found Chlorpromazine is often required.

The Pink Wedge Incident, Mass "LSD" Toxicity, and Uncommonly Used Hallucinogens

An instructive example of mass LSD toxicity was experienced by the Haight-Ashbury Medical Clinic Staff on November 11, when the Pink Wedge was dumped on the market in San Francisco. The pink tablet had sloping edges and was alleged to contain 1,500 micrograms of LSD. Chemical analysis proved that the tablet contained 270 micrograms of LSD and 900 micrograms of S.T.P. S.T.P. is a more powerful hallucinogen and produces a much higher incidence of adverse drug reactions.

We treated eighteen cases of acute toxic psychosis generated by the Pink Wedge in a five-hour period. Most of the people seen were having severe panic reactions due to the strength of the preparation which was more than most had been used to.

The patients felt anxious, unable to think clearly. Some thought that the visual distortions they were experiencing were the way everyone perceived his environment. One girl felt that her hand was purple, and that it would remain purple even after she "came down." Reassurances by the clinic staff that this was simply a drug effect alleviated her anxiety. Some indicated that they felt physically depressed, even though they weren't tired, and indicated they felt quite isolated from other people–even from those present who were also under the influence of the Pink Wedge–an unusual reaction. Nearly all suffered a memory lapse. After they were treated some of the patients returned to the clinic to ask what had happened to them during their trip.

A VIEW OF THE HIPPIE "NON-STUDENT"

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A major challenge to higher education is the question of how to reach the hippie "non-student." This challenge is significant in that many of the young people participating in the hippie sub-culture are from middle-class backgrounds, have above average intelligence and are of college age. For a variety of complex psychological and sociological reasons, however, they have chosen not to participate in the institutions of higher

education or if they do enroll it is often in a peripheral capacity, focusing on art, literature or philosophy, with little involvement in the mainstream of college life.

For the college administrator to understand the hippie he must understand his philosophy and the dominant culture's attitude toward the hippie life style. Unfortunately, much of the hippie philosophy revolves around the LSD-induced psychedelic experience and this philosophy can best be understood by analyzing the cliche "Turn on, tune in and drop out." See Smith, D. E. "LSD: An Historical Perspective." Vol. 1, Issue 1, *Journal of Psychedelic Drugs,* pp. 1-10.

The hippie often, in effect, uses LSD to de-condition his mind; to scramble the circuits; to enforce a policy of selective forgetting; to forget for example, that " one has to be realistic and there will always be war." He vehemently states that realism is a phenomenon of the middle class and one that he wants to forget. He wants to turn-on, utilizing LSD, so that he can then tune-in and drop out into a philosophy that he believes in. And this philosophy is one of communal living, or emphasis on present day experience; an emphasis on aesthetics; an emphasis on integration of all men; a philosophy of love that was initially prophesied by Timothy Leary.

While today Leary exerts little influence in the hippie movement it was he who defined the philosophy of turn on, tune in, and drop out, and he was the major force early in the movement (1965-1966) in turning from the intellectual. He focused on the young people, the uncommitted, whose members now prefer to be called the New Community but which we refer to here as the hippies because this is the popular term. Their interest in religious experience–emphatically isolated from religious ritual, which they entirely reject–has increased significantly. Early in the hippie movement there was debate as to whether the drug-induced religious experience was similar to the naturally-occurring religious experience. Houston Smith wrote a paper, *Religious Significance of Artificially Induced Religious Experiences* in which he stated that phenomenologically the LSD-induced religious experience, which occurs only in a certain proportion of individuals, was indistinguishable from that described by the non-drug induced religious experience. However, he said that although they were phenomenologically indistinguishable in principle, they should have equal religious significance of a lasting nature, and that one of the definitions of a valid, natural occurring religious experience is that the individual then translates it into a way of life. He argued, however, that the psychedelic movement would not have a significant religious impact for the following reasons: The present culture tends to dismiss such experiences as essentially meaningless; the psychedelic movement fails to establish a stable community; and the failure to formulate a convincing social philosophy and to integrate the psychedelic experience with on-going life. This was written in 1966 when at the time the term hippie was essentially unknown to a variety of people, including Dr. Houston Smith.

Dr. William McGlothlin argued recently in a paper published in the *Journal of Psychedelic Drugs* with Dr. Smith's basic point. He believed that while this critique was originally valid, it was no longer true. His paper, *Hippies and Early Christianity,* agreed that the lasting power of the psychedelic experience is quite fragile in a Western, achievement-oriented culture which sustains and reinforces the message of a psychedelic experience.

The hippies however are young; they are not firmly committed to the materialistic value system of their parents. They frequently have the adolescent's idealistic tendency to rebel against the status quo independent of involvement in movements. In relating this to early Christianity Dr. McGlothlin pointed out that the disciples of Jesus made little headway with the ideologically-entrenched Jew and turned instead to the poor Gentiles, for whom the total de-emphasis on material possessions was not a radical change. Similarly, the hippie movement cannot convert the older segments of society–but can claim success with today's uncommitted youth. Leary recognized this several years ago when he gave up on the intellectual and directed his efforts exclusively toward youth.

The point is that the hippies believe that the present society as it now exists is so hypocritical in its foundations that it is unsalvagable and they have gone to the extreme of trying to create an anti-environment, an environment of local concern outside the organized structure of society, in which they can say "I am no longer responsible for the atrocities your society commits." Dr. McGlothlin makes a valid comment on the social teachings of Christian churches: That early Christianity contained no blueprint for social philosophy, nor is there evidence that Jesus had any intention of founding either a church or a social movement. Christianity appealed primarily to "out" groups and united simplicity of feeling with a non-reflective habit of mind, a primitive energy and an urgent sense of need. It was only later, in the second century, that this deep inward energy was fused with more intellectual forces. The hippies not only do not have a political philosophy, they explicitly reject any effort to formulate one by their would-be leaders.

At this point it may be realistic to ask: Are the hippies in fact putting into practice their principles, gleaned from the psychedelic experience and the phenomena of extravagant hope? We have evidence that the Diggers, who are the social nucleus of the Haight-Ashbury, are manifesting this attitude. The Diggers are an organization to which anyone can belong. The only requirement is that you give away what you don't need for yourself. This relates again to McGlothlin's description of the early Christian movement where "possessions were shared for the good of all but there was no attempt at organization or defining rules. However, there was heavy dependence on the support of fellow converts with whom they resided, just as hippies today have found it necessary to form communes in other reinforcing groups. The early Christian's doctrine was one of unlimited love of all mankind, friend and enemy alike, with a child-like lack of concern as to how this was to be carried out in practice. This idea of universal brotherhood and love is a central theme retained from the teachings of Jesus. It has given rise to numerous experiments in the past 2,000 years both in and outside the church but it is doubtful if any has matched the present hippie version for sheer lack of structure."

I think that the Diggers are the embodiment of this social philosophy. To the outsider, when he attempts to identify a Digger, the individual may say simply: "I am a Digger." If asked his name, the response is universally: "Emmett Groggin." They immerse their identity in a social milieu that de-emphasizes the philosophy of leaders and followers. They collect clothes in the free store and give them away. They collect food, cook it, and give it away in the park. The Haight-Ashbury free clinic also attempts to employ this philosophy by giving free medical care to the sick and needy.

What usually happens, although the system broke down this summer because of the huge influx of fringe-people, is that the young people come and take, for awhile. They take of the philosophy of free love, they take of the ready availability of drugs, they take of the food, they take of the clothes. But the Diggers depend heavily upon the support of fellow converts, and eventually a proportion of young people who came just to take to have a joy ride, become converted to this philosophy. They suddenly go on the other of the line and begin making clothes and giving them away; begin cooking; begin actively participating in the community.

We've found in our clinic that many of the statements that we were given by the "experts" about the hippie movement were essentially invalid. First of all, the statement that hippies don't work. Hippies don't work at things they don't believe in, but when they believe in something they work day and night at it. In our clinic which is entirely a volunteer affair, and not supported by any official or voluntary, charitable agency, we have large numbers of hippies who work hard in helping their fellow men by doing such menial jobs as scrubbing the floor. They also sensitively and devotedly sit with their fellow humans who are on bad trips. Somehow, their being in tune and sympathetic with these patients established, in a very large percentage of cases, that the hippie volunteers–with guidance from an experienced physician–did a better job in treating the acute psychiatric emergency patients than did the standard, traditionally-trained psychiatrists.

The results obtained at the Haight-Ashbury Clinic, despite the extreme lack of facilities, appeared to be dramatically better than those achieved in standard institutions (although admittedly the professionals and paramedical staffs in standard institutions are not getting much change to practice these techniques because the hippies refuse to go to them. In referring to the literature, one may conclude that this is an interpretation of what is happening, but it doesn't define the media that translates the philosophy to the young people who are actually participating in this experience. The young people don't read many of the books that we have described here. They either do not read–or don't believe–the "Establishment" periodicals and newspapers. Their media of communication is related to the underground newspapers and to rock and roll music which describes the same philosophy. Bob Dylan's social predictions in *The Times They Are Changing* has one particular statement that seems valid:

"The slow ones will now later be fast, the first ones now later will be last." Dr. McGlothlin has related this statement to a paraphrase of the sixth chapter of Luke: "It is not only the giving of one's goods but the spirit of giving that is important. One must not trumpet his good deeds: one must do them in secret; give and share in a gracious fashion with no thought of anything in return." The Diggers distribute food, clothing and shelter to indigent hippies in an attempt to live this philosophy. Like everything else about hippies, the Diggers are unorganized, spontaneous and generally anonymous. Jesus teaches quite plainly that food and work are only of value in so far as they are necessary to life. This is the same position taken by the hippies, and the comparison is valid. This creates tremendous problems for those of us in the straight community who try to come in and try to organize an activity such as a medical clinic. But if one understands the ethic by which they are working, the fact that they are not conforming to our ethic but their own, if one understands why they use drugs, if one understands why they live as they do, then it is possible to organize certain areas of the community into meaningful experiences such as a medical clinic, or a cultural center, or an educational institution.

One of the problems we've been finding is that this idealistic philosophy is very, very difficult for a majority of middle class youth to assimilate. Most of our long-term drug problems, long-term depressions secondary to LSD, etc., which comprise a major medical problem in San Francisco today, involve hundreds of young people who are chronically depressed, who are having recurrent panics; feelings of guilt; anxiety; recurrent hallucinations; long-term perceptual defects; have somehow got hung up in the middle stage of their "turn on, tune in, drop out" philosophy.

One good case in point was seen recently. He was a nineteen-year old boy who had all the stipulations and criteria for being a success: an honor student in high school and college who somewhere along the line had decided that our Western philosophy was wrong. He became convince that the path that he had been given as the road to success was a path he no longer wanted to travel; instead he wanted to develop an Eastern philosophy, a feeling that was consistent with the hippie way of life. He came to the Haight-Ashbury, and after much preparation began to take LSD. He studied mysticism and, as he described it, tried to convert from a Western to an Eastern philosophy toward life. Somehow, he got caught up in the middle. When he was high on LSD he had this feeling of communal love, of lack of material desires, but when he came down he could not rid himself of what he considered Western influences. He was in a state of limbo, neither of the East or the West. His depression became so extreme that he came to the clinic as a suicide attempt. This is typical of the situation we face. But merely defining the problem and accepting the fact that it is here and believing that we can wait until the young people work the rebellion out of their systems and come back to the mold, is not enough. This is both false and dangerous. After all, we are dealing with the next generation. Then we have to seek solutions to the problem.

Our work at the Haight-Ashbury Clinic has clearly demonstrated that many of the young people, whn given creative alternatives, can work themselves out of this limbo, can achieve a consistent philosophy; can attain many of their objectives without drug problems. Little groups are springing up in the Haight-Ashbury, based upon mysticism and cultism that middle class society in general won't accept, but which nonetheless are a beneficial influence on the community. They generate such statements as "If God can be found in a pill He is not worthy of being called God," and LSD has replaced Jesus–but LSD is more toxic."

We in the straight community ought to be able to accept the fact that young people are alienated; that they want to experiment and get in tune with a philosophy different from the Establishment's. Rather than fighting this movement, we should accept its massive creative flow of energy and try to redirect it into positive channels.

Most disturbing, I think (and I refer to the early Christian analogy) is that much of the middle class, particularly in San Francisco, is reacting to this movement in a fashion similar to that in which the Romans reacted to the early Christians. These people will delight in rock and roll music and psychedelic art. When reading advertisements they can't help but notice the hippie impact on Madison Avenue. They commercialize the movement, make millions of dollars out of sensational "hippie-type" films, out of merchandising hippie-inspired products, but they will not offer a cent toward helping the hippies make a go of their lives. This seems to be a very similar analogy to the Romans and the early Christians: "enjoy them while they die." Certainly there is a large number of people who are committed to this philosophy: "The Hippies won't return to our mold, and that's their bag."

There are others of us, for example, in the field of medical care who feel that it is the responsibility of the physician to take medicine to the patient. If he won't come to your institutions, for any of a variety of –to him–good reasons, it is not your prerogative to question his philosophy, but to go to him and administer to his needs. I refer here to the large group of people in the center–the people in the middle class society who are uncommitted. We periodically see parents from this uncommitted group neither positive or negative, who rapidly become positive when their own children run away to the Haight-Ashbury. Suddenly it is no longer a foreign, alien area of little concern to them. Suddenly they wish very much that there would be health facilities there. Many of our contributions come from parental converts who want to make sure that their own kids are taken care of. This is better than unconcern but a one-at-a-time development of a positive attitude toward these young people is not enough.

We are now involved with a large, significant sociological movement that encompasses so many young people that we are talking about a sizable portion of the next generation. When we are concerned with the next generation, we do not have the privilege of remaining neutral. We must, via legislation, via education, via our medical facilities, via our homes, make decisions as to where we stand, regardless of whether a child or student of ours becomes involved.

Those of the positive philosophy, must make this contribution–both in material and in personal involvement–right now–because now is the crisis. It may be comfortable, in the broad middle ground saying "I know what's happening, but it doesn't involve me, and it's not my concern," but according to Dante's *Inferno,* "The hottest places in hell are reserved for those who in time of great moment of crisis remain neutral."

Of greatest significance than the dominant culture's attitude toward the hippie, however, are the root causes which are promoting profound alienation in all young people today - both hip and straight. An excellent analysis of these alienating social factors is found in a speech by Senator William Fullbright:

"Abroad we are engaged in a savage and unsuccessful war against poor people in a small and backward nation. At home–largely because of the neglect resulting from 25 years of preoccupation with foreign involvements–our cities are exploding in violent protest against generations of social injustice.

"The statistics show financial capacity, but they do not show moral or psychological capacity. They do not show how a President preoccupied with bombing missions over North and South Vietnam can provide strong and consistent leadership for the renewal of our cities.

"They do not show how a Congress burdened with war costs and war measures, with briefings and an endless series of dramatic appeals, with anxious constituents and a mounting anxiety of their own, can tend to the workaday business, study social problems and legislate programs to meet them."

"Nor do the statistics tell how an anxious and puzzled people bombarded by press and television with bad news of American deaths and good news of enemy deaths can be expected to support neighborhood and poverty projects and national programs for urban renewal employment and education. Anxiety about war does not breed compassion for one's neighbors nor do constant reminders of the cheapness of life abroad strengthen our faith in its sanctity at home.

"In these ways the war in Vietnam is poisoning and brutalizing our domestic life. Psychological incompatibility has proven to be more controlling than financial feasibility and the Great Society has become a sick society.

"If I had to bet my money, I would bet it on this younger generation. This generation who reject the inhumanity of war in a poor and distant land, who reject the poverty and sham in their own country. This generation who are telling their elders what their elders ought to have known, that the price of empire is America's soul and that price is too high."

THE COLLEGE STUDENT AND SEX

Richard F. Hettlinger
Professor of Religion
Kenyon College

A couple of years ago the prestigious Group For the Advancement of Psychiatry published a report on *Sex and the College Student* which received widespread endorsement; but its most controversial proposal, that "sexual activity privately practiced with appropriate attention to the sensitivities of other people should not be the direct concern of the administration" has been largely ignored. Many colleges and universities have liberalized their rules on "women's hours" and on the entertainment of members of the other sex in dormitories; but the great majority still affirm their intention to penalize students for engaging in sexual intercourse on campus, however private the activity and however intimate the relationship - short of marriage. I believe this traditional policy to be based on inadequate educational principles, on questionable but unexamined motives, and on a quite inaccurate assessment of current student morality.

The function of an institution of higher learning is not the unchallenged perpetuation of the cultural mores and a college only fulfills its educational task adequately if it is sensitive to new insights in ethics as well as to new knowledge in science, history or languages. It is certainly part of the responsibility of those of us who teach to acquaint the students with what Professor Joseph Fletcher calls "the ethical maxims of his community and his heritage"; but we also have to take seriously the current repudiation of the traditional sexual absolutes. Unfortunately, while students recognize that their seniors are ready to share new academic experience and knowledge with them, they do not generally sense that the same privilege is offered them in extracurricular matters. As the editor of one campus paper put it in a recent discussion, "the purpose of the administration is not so much to prevent sexual relations as to cop out so that they have no involvement. They want to maintain the dignity of the dormitories and the happiness of the alumni."

To tell young men and women that the institution has already settled what is permissible private sexual behavior is to deny them the freedom for growth. Of course, the university has the *right* to impose penalties for any behavior in its buildings; the question is whether it is sound educational policy to threaten disciplinary action against those who exercise their freedom of choice in a manner of which the adult generation disapproves. I believe that in this area of intimate personal decision the imposition of external authority is no longer appropriate. College is a place where adolescents should be able to develop their own values free of the paternalism of childhood. We do not help them to achieve responsible adulthood by identifying the institution with restrictive judgments on sexual morality.

Rigid regulations on private behavior are indeed ineffectual unless supported by oppressive enforcement, since in this area students will not act as informers. There are always other places than college buildings to which they can go and sexual intimacies are just as enjoyable at three o'clock in the afternoon as at three o'clock in the morning. It is quite possible to be a promiscuous virgin--either male or female--and the attempt to define when the permissible limit has been passed can be as embarrassing for the dean as it is for the couple involved.

The traditional policy is very likely to result in ridicule of all authority and contempt for adult intelligence if the attempt is made to defend it rationally. For example, a faculty committee at a leading eastern school recently put forward in print the fatuous suggestion that the prohibition of sexual activity on campus will "restrain widespread pre-occupation with intense sexual relationships." Equally absurd is the argument that by providing dormitory beds without specifically prohibiting their use for sexual purposes the institution would be condoning immorality. One could just as well argue that homosexuality is encouraged if two men are required to share the same bedroom. I once heard a college official say, in all seriousness, that he had opposed the building of double carrels in a new library because "to include them would be tantamount to inviting their use for intercourse"--presumably in the vertical position!

I suspect that the intransigence of educators on this issue, in contrast to their general openness to new ideas, is partly due to nostalgic jealousy. The adult generation exhibits what Colin MacInnes has called "an almost obscene obsession with the sexuality of the young. . . . . prompted by envious rancour and a bullying intention to interfere." Of course, we weren't nearly as chaste as we like to imagine: Kinsey discovered long ago that the real breakdown of Victorian sexual standards came with the men and women who were in college in the nineteen twenties. But it suits us to impose an absolute standard on our students since we can then pretend a moral superiority, and punish them for the *open* enjoyment of sexuality which we were never able to achieve at their age.

Furthermore, by concentrating attention on the apparent sexual license of the young we manage to detract attention from the moral bankruptcy of our society. Yet in many areas to-day's students show far greater moral sensitivity than their parents ever did. How many of my generation seriously questioned the materialism of suburban society as the hippies have done--however tragically abortive their solution may be? How many gave a second thought to the plight of the Negroes? How many of to-day's college teachers ever struggled with the morality of saturation bombing or the use of atomic weapons? How well did we handle the temptations represented by the drugs--alcohol and nicotine--that were available to us twenty years ago?

It is largely a Victorian fixation on technical virginity as the ultimate moral good that underlies the distorted caricature of student sexual freedom so common among us. A superficial impression suggests that young men spend their time drooling over the latest *Playboy* nude, rather than concentrating on their studies. Because girls no longer hold rigidly to the principle of pre-marital chastity many adults assume, quite mistakenly, that co-eds make themselves available to any boy who will give them a good time for an evening. Because students want the privilege of being together in privacy, the older generation (who wanted that privilege for one reason only) suspects that their only interest is in going to bed. As one student put it recently, "For me my room is only a bedroom when I put out the light and get into bed. For the rest of the day

it is my study and living room, and the bed might just as well be a couch or a chair. Why should every adult take it for granted that whenever I entertain a girl there I am using it as a bedroom?"

There is indeed much irresponsible, immature, purely sensual sexual activity on every campus, and it is understandable that administrators who have to deal with the seamier side of life are over-impressed by this deplorable fact. But it is not the whole picture. A recent study of three thousand undergraduates on a Californian campus came to the conclusion that, in contrast to the popular stereotype of widespread promiscuity, "Sexual intimacy, where it occurs, takes place in the context of a relationship that is serious rather than casual." The latest report of the Institute for Sex Research at Indiana University found that to-day's students are less likely than their fathers to treat a woman as a sexual object to be exploited, and much more likely to have their first experience of intercourse with a girl they intend to marry rather than with a prostitute. Co-eds enjoy sexual experience more, but they usually surrender their virginity to males they love, and there is no evidence that the availability of contraceptive devices has led to any increase in promiscuity. A Catholic college chaplain has suggested that "the image of a large number of college students sleeping around, indiscriminately indulging in sex for kicks and pleasure without any concern for consequences or permanence appears to reflect more the frustrated yearnings of writers and readers than it does actual campus life."

The widely accepted principle, "Love makes it right, so long as nobody gets hurt" is certainly not the traditional code, and it is often used as an excuse for selfish and immoral behavior; but it does not represent the blind rejection of all ethical values. If this affirmation is intended honestly (as most students will assert) it can be the starting point for a morality at least as meaningful as the religious or secular absolutes it replaces. Girls can be challenged to distinguish love from infatuation and to recognize the relation between love, sex and marriage. Men can be challenged to consider whether it is consistent with love to pressure a girl into intimacies for which she is not yet ready. Both can be shown that their private decisions have consequences far beyond their individual lives. But this is an educational role, rather than a disciplinary one, and it is surely the primary contribution that a college or university should make towards the sexual maturity of its members.

The report quoted at the beginning of this article clearly distinguished private sexual acts from those that infringe on the public domain. The line of demarcation is not easy to draw, but any academic institution has to establish some regulations affecting sexual behavior. The reputation of the college, the sensibilities of faculty members and trustees, the interests of students who may need the support of rules as freshmen or sophomores—these are all relevant considerations. Some restriction on the hours at which members of the other sex may be entertained in private rooms can serve the useful purpose of reminding students that sexual liaisons are not something to be entered upon unadvisedly, lightly, or wantonly. But such regulations for the common good are a very different thing from a rule specifically prohibiting intercourse in all circumstances.

I would argue that the existence of such a rule *encourages* sexual irresponsibility. Many sexual adventures are motivated by the need of the adolescent to assert his self-identity against the authority figures of parents or college deans. The man who claims to be independent is put on his mettle to prove that he is no meek conformist—and one of the obvious ways in which this independence can be demonstrated is by knocking the official sexual prohibitions. Remove this motive and more students would find it possible to establish their sexual identity by resisting the pressures of the less mature of their peers. It would enable the boy or girl who wants to act as a responsible man or woman to justify a position of restraint to himself and to his friends. Above all, it would make it much more likely that the advice, experience and example of the senior members of the academic community would be taken seriously, rather than their rules unwillingly complied with. And that, surely, is what education is all about.

Hubert F. Hill
Director of Student Activities and College Center
Springfield College

I have two main objectives to share with you; first, a philosophical platform in dealing with this subject and secondly, a course of action I believe essential in assisting the student satisfactorily, in mind and heart, to deal with this most important area of his life development.

"Sex is far more than a physical expression; it is a major aspect of personality. As such it is intimately related to the individual's emotional and social adjustment and to his physical development. Probably nothing so greatly influences one's life pattern as his sex membership. An individual's happiness, his success as a family member, and his civic contributions are either enhanced or diminished by his success or failure in fitting into his sex role, and his wisely managing and directing his sexuality."

I strongly believe that the permissive philosophy which permeates our society today, particularly as related to our young people, is contributing directly to a much freer attitude toward the indulgence in sex relations. This philosophy states that those who live within a structure of social conformity are "square." It has diminished such day-to-day behavioral functions as common courtesies, consideration for others, respect for law and order and for other people's property.

This philosophy maintains as one of its basic principles that individual freedom must be exercised to the degree necessary to discover the real self, almost to the exclusion of prevailing social acceptances.

I believe in individual and group student freedom of action and decision, but I also believe that we short change students and do them a disfavor when we encourage the belief that permissiveness with controls is educationally sound. To provide a freedom without stating the maximums, as well as the minimums, I believe to be unsound.

For any individual, group, or institution to maintain a sensible orderliness in any subject area or situation there must be a self or group discipline. The prevalent attitude related to the NOW philosophy lacks such a discipline. It searches for an answer to the question, "Who am I?", which search tends to throw off any restrictions within a discipline and which is basically selfish.

Members of society must abide by a set of rules, acceptable to the majority members of society, otherwise confusion, misunderstanding, and lack of direction become prevalent. A college campus (in this sense a society or community) needs such rules.

Each individual must establish for himself a morality by which he conducts his daily living with those around him. A morality cannot be established without discipline. A college faculty and administration is obligated, it seems to me, to assist and to guide students in the establishment of this morality. The students must be deeply involved in the process. What I am proposing should replace the rebellious point of view, will be practical, educationally sound and will create a friendly student-faculty-administration relationship which, in turn, will make possible a healthy, realistic approach to the entire problem.

This leads to a course of action—the establishment within the college curriculum of a course or courses in sex education.

Those working with students are aware of much naivete and false sophistication in the whole area of sex on the part of many young people today.

The following statistics indicate factors prevailing which would substantiate, in part, the need for education in this area:

I. Marriages:

A. In 1965 - total marriages 1,710,000
   1. About 2/3 of all brides and 1/2 of all grooms under age 24

B. American girls marry relatively early
   1. 30% of ages 18-19 are married
   2. 66% of ages 20-24 are married
   3. 88% of ages 25-29 are married

C. In 1965
   1. 40% of all brides and 12% of all grooms are in teens
   2. 50% of wives have children in their teens

II. Illegitimate Births - 1965 (A steady increase over the years)

A. In 1965 - 240,000 plus

B. 40% of total involved women under age 20

C. For teens - 8.4 per 1,000 in 1940
   For teens - 16.0 per 1,000 in 1965 (almost doubled)
   Ages 20-25 - 11.2 per 1,000 in 1940
   Ages 20-25 - 41.2 per 1,000 in 1965 (almost quadrupled)

D. 22% of all illegitimate births are to girls 17 years and under

III. Abortions

A. Estimate - 1,000,000 per year in United States

B. More than 100 criminal abortions for every one legal abortion

C. One in every five having coitus before marriage became pregnant

IV. Venereal Diseases - syphilis and gonorrhea especially

A. 1965 National figures:
   1. Report to Public Health Officials by law 437,767 cases
   2. Only 10-20% ever reported, thus 2,190,000 probable cases

B. 1964 School Health Education study - 250,000 young people infected yearly

C. New York Times, 9/5/65 - 200% increase in syphilis between 1960-65 for those under 20 years

Using these brief statistics merely as an indication of the situation, I maintain the strong need for a thorough sex education course on every college campus. It is not known how much sex involvement is created through ignorance or half-truths but it would certainly seem educationally sound to provide education in an area so important to the total preparation for life.

I advocate, then, a balance between a philosophy containing a sensible restraint or discipline in each student's sex life and a sex education program in the academic curriculum. Hopefully, this will assure a level of intelligence and knowledge needed for each student to attain a wholesome point of view and formulate a course of action.

Barbara McKenna, Student
University of Illinois at Chicago Circle

Peering out at the world over the top of his book, a student usually feels more like the "one being done to" than the "one doing." Some students understand how words such as power and control apply; most have experienced little of the causes but much of the effects. They are treated as quasi-adults in a peculiarly protective-repressive setting. The student movements that counter this situation, while not always effective, are certainly not surprising.

Mistakenly lumped in with the other involvements is the student movement for sexual freedom. Theoretically, it is not political, academic, or a part of student rights but rather a natural, individual (and, therefore, personal, albeit socially, influenced) matter of choice concerning sexual behavior; a matter of choice that has no intrinsic connection with college rules or privileges. Only insofar as academic authority has seen itself as responsible for making decisions for the individual and, consequently, has imposed restrictions does there exist any need to use the term movement. As a freshman, I assumed the responsibility for my sexual behavior was mine as it always had been, and I found insulting and sad the realization that my one year of dorm experience was more limiting than living at home had been. Now, as a senior living in an apartment next to a commuter campus, there is no more question of the college's responsibility for me than there is for the family that lives below me. Why does the college attempt to maintain a token moral structure and, in doing so, ignore the paradox that it cannot possibly act as parents? Its structure does not allow the flexibility necessary in a parent-child relationship. The movement treats the college student's sexual behavior as a social-academic issue in an attempt to gain realistic regulations that affect this sexual behavior only in terms of time and place. Acceptance of his own sexuality remains distinct as a personal decision.

This appeared to constitute a sexual revolution-evolution. Its causes were sought by the generation which, ironically, helped to provide them. The most obvious explanation has been that the increase in knowledge and scientific findings has resulted in discarding the traditional connection to ethics. Less clearly understood is the reaction against two social forces which, I believe, have more relevance than is commonly accepted.

Although it is a general affliction within society, alienation has had an enormous impact on the student population. Feelings of "being done to" as the *object* of most situations, of insignificance in exerting any influence on a mega-society, of absence of communication and identification and of rejection of established values and goals are intense, internal problems to many. Vague, misunderstood, ignored, or too complex to work out, these feelings seem to mean: "I am alone. . . powerless. . . afraid. . . bad." Seeking and engaging in sexual contact with another human is one means of attempting to break through this barrier. Values which accept the sexual drive and pleasure as both natural and good are supportive of this attempt, consider it inevitable. And, there is a desirable, recognizable, mutual influence–it's difficult to think you're not "doing something."

Another force which appears to be especially prevalent on my campus is the atmosphere of competition. Strenuous assignments produce the bell-shaped curves which help eliminate overcrowding by flunking or probation. They also set the "learning experience" in a different light. They change the student's attitude toward competition but, most sadly, they also change the student's attitude toward other students. Competition erects a barrier, demands intellectual efficiency and/or oneupmanship and maintains continuous pressure, all of which the student attempts to elude through sexual behavior. Whether done to gain relief, to eradicate guilt, or as an overt social response in the lounges to establish one's position, much as the wearing of a campaign or peace button does, the existence of these practices can no longer be ignored. With or without the support of the rest of society, the student is responding to the challenge of integrating sexual behavior with the social forces which influence it and with the rules and attitudes he has received from training, science and experience into a consistent, acceptable response.

THE COMMITTED STUDENT
VOLUNTEER SERVICE AND ACADEMIC CREDIT

Samuel F. Babbitt, President
Kirkland College

The other day I watched with dismay as a faculty member replied to a student question on drug usage. The occasion was a voluntary public hearing of a student-faculty drug committee trying desperately to come with the formulation of a college policy on narcotics use. The student had asked a rough, blunt and technical question. The faculty member, apologizing for his inability to answer, shook his head sadly and raised one hand horizontally to his windpipe. "The fact is," he said, "we only deal with you from the neck up."

The story is illustrative of the central factor in the collapse of meaning which many students have come to sense in undergraduate teaching. What we propose to discuss today is one means to blot out that gesturing hand which separates sense from sensibility.

We start with some assumptions which ought to be made explicit:

1. That there is a tremendous need for educated volunteers in the near and in the far community.
2. That every college and university has a recognizable percent of dedicated students who respond to this need.
3. That involvement on the part of these students can be an educational experience.

Our problem is to find the means to make such involvement a legitimate part of the curriculum, to encourage the student volunteer to bridge the gap which too often severs the classroom from what he calls the "real" world.

There are formidable obstacles in the way. But before we examine the means to our end, we would do well to raise a prior question: why do we want our volunteer students to receive academic credit? To what extent, for instance, should we examine our collective soul to determine if we are merely seeking status for our programs–expressing their value through the academic currency? Where this is true we will do our cause great harm by cheapening that currency in the long run. There are far nobler motives to spur us on and usually it is the students themselves who will press the issue because of their need to handle new experience. After all, if they have listened at all to the educational winds about them, they have heard the whisper that education is supposed to give them the techniques by which data can be manipulated and hence controlled. As volunteers many of them have come upon data which is loose, volatile, subversive, at best, highly puzzling. They want a set of concepts, like strong boxes, to pack their new experiences in. Our problem is to respond to this need within the academic framework.

Let us admit, however, that much of the volunteer work being undertaken is really not educational. It may be personally enriching but sometimes it is quite boring stuff which must nonetheless be done. If we were to ask for academic respectability on the grounds of hours of service performed, we would be asking for more trouble than we need. It is the content of the work experience which must stand the glare of academic scrutiny–not the amount. Furthermore, the content may often be indirect; the kind of experience which comes from tutoring a child of the slums may have little to do with the tutoring process and everything to do with the glimpses into poverty the tutor may catch in his contact with his student's mind and spirit.

Let us assume for the moment, though, that we are talking about the ideal project–that impossibility that happens to fit the college calendar and the individual student's schedule and is not only accomplishing something but is exposing our students to new experience in some depth. How can it be converted to academic coin of the realm?

Almost every faculty will set you several kinds of criteria. First, the experience has got to be distilled somehow, reduced to paper or somehow translated so that others may evaluate it and may evaluate the student's understanding of the experience. How else do you get it on a transcript? How else give it "credit" and enter it into the great cost-accounting machinery of the registrar?

Second, the faculty will want to put it all in some disciplinary pigeonhole. That instinct for category is a strong one and it has its uses. It is the faculty's way of assuring that someone is in charge. "If we do this thing," they are saying, "someone must agree to accept responsibility for standards." My advice to you is not to buck that tendency; that is another battle. Instead, use it by seeking key departmental support. Then again, there will usually be the requirement of data. Can the experience be made objective? measurable? can it be compared with other experience? Most volunteers feel that they have taken in great gobs of data through their pores. They must be forced to sweat it out again and examine it if it is to be useful.

Our eventual goal is to achieve a smooth integration of action-oriented programs with those which are tied to the classroom. However, we need, in most cases, to move by degrees rather than in a single bound. Take, for example, a group of students whose work gives them first-hand experience with social and economic life in the inner-city ghetto. As I have said, the kind of thing they are experiencing will often leave them frustrated, angry, even bewildered, and they will, particularly in a college environment, probe for concepts which will allow them to gain control and understanding of their new direct knowledge. It should be our business to act as brokers between such students and the faculty, offering the grounds for them to meet informally to discuss not so much the curricular question as the substantive one. In the process it should not be hard to demonstrate that there is tremendous student motivation to pursue important theoretical questions which rise from practical experience. Most faculty members respond to this in students almost in spite of themselves. Indeed, though we are a long way from it, there have been encouraging signs in some faculties that indicate a shift from the traditionally-held view that students should somehow love to take a particular course because of the sheer beauty of the discipline. Under the old rules, for example, an instructor would be dismayed to find a student taking psychology because he wanted to know more about himself rather than about psychology. It is a faculty-oriented, discipline-oriented viewpoint and I am happy to say it has lost out to a more student-oriented philosophy in some cases.

Let's say we are in luck and we find a faculty member who believes that motivation from personal experience is valid. Let's say, further, that we have brought him together with interested students. Now we get to the tricky part: the move from an informal to an "official" program. To begin with, the unions can serve an important function by not misleading students concerning the possibilities of the curricular relationship. They are going to be terribly disappointed if they look to a course entitled "My reactions to volunteer work in the ghetto" or even

"How to work in the ghetto, though advantaged." They need to realize that the academic enterprise will require them to objectify experience, to understand it by examining its characteristics and deriving a theoretical framework for it. By the time the process has worked to its full extent, it will seem a desperately long way from the very subjective experience which it spawned. Good teaching should and must breach that distance, but the student must expect to work at it too.

If the expectations are realistic, then proposals to faculty will stand some chance of success. For example, those involved in a project can use their experience as the basis for a major paper in an existing course, either as substitute for an assignment or for extra credit. If Independent Study can be arranged, the project experience can be distilled that way. Or, are there courses in urban sociology, in which project involvement itself might be considered in the nature of laboratory work, requiring little more than a descriptive report? The variations are tremendous and are limited only by the faculty members' willingness to experiment and innovate. Union directors and others can suggest, can gather possibilities based on experience elsewhere and adapted to local conditions, but it is the faculty which must ultimately sanction a pattern of credit based on the volunteer experience. Therefore our role must be catalyst, information center, subtle lobbyist.

What if success should be our lot and a faculty decides that the experience which has hitherto been a voluntary one should now become an integral part of a particular course? Are you willing to make your voluntary project involuntary if it suddenly turns out to have curricular merit and is adopted as part of a credit pattern? Would you be willing to handle involuntary volunteers whose motivation may be academic credit? What are the consequences of missing true volunteers with conscripts? This is a question which has been debated since the start of the Peace Corps, for example, and it continues to be the current concern of its administrators. What happens to motivation? Does motivation affect the quality of the work done? If so, how? We cannot answer this one, but we should watch carefully to see if there are any changes when such a situation occurs. Furthermore, we may want to suggest that there are intermediate steps between the voluntary and the required. Science courses can often be taken with or without attached lab sessions; surely the same thing is possible in the area of the social sciences.

Another danger is inherent in the path to academic respectability. The very nature of the work being done by volunteers may change as a result of the necessity to conform to academic frameworks. The relationship between a college student and a young person he is tutoring may change radically and for the worse if the pupil becomes an object of formal study–a source where once there was an individual. The most successful academic work which has come out of the experiences of Peace Corps Volunteers has not been directly related to the jobs they were performing. I am mindful of the Volunteer in Sierra Leone whose job was teaching. He took advantage of his time there by gathering data on domestic slavery in that country which became an M.A. thesis two years later at Berkeley. My point is that the focus of his volunteer work was not the focus of the academic work which derived from it. This is not a bad pattern, though much more adaptable to long-range, full-time work than to briefer projects.

In general we will find sanction given to three types of academic work. The first of these is typical of social science methodology; the collection and analysis of data. Because it requires the systematic collection of information on a large number of people, it does not readily lend itself to the kind of individual volunteer work characterized by tutoring. It also tends to distract from the focus of such a job. Nevertheless, it might be extremely adaptable to agency work in which records might be made available to the volunteer.

Secondly, the investigation, description and analysis process is a second form of research which would receive academic sanction. I think of the volunteers (female) who helped a small town planning and development program and saw it through to adoption and implementation. Their sources were not only those which went into the body of the work, but close and active involvement in the political and psychological processes by which the plan became reality. They were not too hindered by the fact that one of them married the architect in charge.

Finally, the method called the case study will adapt itself far more readily to individually-oriented projects. Its use spans the disciplines from sociology to psychology and even creative writing. (Incidentally, we can take a leaf from that book–who ever questions the source of material for a short story written for academic credit?) A solid case study fleshed out with readings which lend it context is perhaps the most likely form in which volunteer experience can be distilled.

To summarize: union directors and others in charge of volunteer programs can be effective brokers in the matter of guiding faculty and involved students toward academic credit based on volunteer projects. There must be a climate of willingness on the part of the institution (student-oriented) and there must be a realistic expectation on the part of the students which includes an understanding of the academic methodology necessary for evaluation and comparison. All of us can help to foster both frames of mind. We should be willing to take an inch if a mile is not immediately available, and we should be mindful of the consequences to our volunteers and to our projects should we be successful.

Success in this area will have wide ramifications for it is a large piece of the bigger puzzle on which all of us in education must be working full-time: the bringing together of the theoretical and the actual worlds–the wedding of mind and body, head and heart.

WESTERN WASHINGTON STATE COLLEGE TUTORIAL SOCIETY

Douglas Wasko, Director
Viking Union and Student Activities
Western Washington State College

Introduction

Webster defines a tutor as, "one who has charge of a person to teach; instruct." This is the basis on which Western Washington State College Tutorial Society was founded and carried out; to teach and instruct. The conception of tutorial assistance at Western started in 1950, when college students tutored their classmates on various subject matter. In 1962, when most of the students across the country became acutely aware of the intellectual lag of many students both at the institutional and the community level, students at Western formed the Tutorial Society. The need for tutorial help within the minority races was acute and, in Western's instance, this minority was the Lummi Indians.

It has now been estimated that over 200,000 volunteers are working in tutorial services across the country. Presently, Western has seventy-four students acting as tutors. Forty-one students tutor the Lummi Indians' children, twenty-six full-time and fifteen on a partial basis. There are twenty students at the secondary school level and thirteen at the elementary level. This includes both public and parochial schools. The national tutorial program is extensive and each college tends to operate a little differently. Therefore, I will outline what the Tutorial Society does at Western.

Purpose

Every strong program must have a purpose to operate and function effectively as an organization. The Tutorial Society at Western is no exception. Its purpose is to serve the community educational school system as an added aid to the classroom teacher in helping the under-achiever develop the skills necessary to an adequate student.

Structure

The structure of the organization follows:

I Chairman
- A. Appointed by the President of the Associated Students on a yearly basis.
- B. Is responsible for:
  1. Continuing interest in the program
  2. Supervision
  3. Complaints and problems
  4. Budget
  5. Resource literature
  6. Calling and chairing meetings

II Planning Committee
- A. Make up from the following:
  1. Chairman of WWSC Tutorials
  2. Lummi Chairman
  3. Placement-Evaluation Chairman
  4. Key tutors.

This committee plans for the future operations of the Tutorials, makes awards, evaluates the present program, meets placement needs, finances program and considers other needs of the continuing Western Washington State College Tutorials.

III Placement and Evaluation Chairman
- A. Makes contacts within the schools
- B. Supervises key tutors
- C. Schedules time and days for tutors

IV Key Tutors (presently six)
- A. Supervise students in their charge
- B. Work with school advisors
- C. Arrange transportation

Activities

I Tutors

The majority of tutors at Western are freshmen and sophomores. About half of the sixty-five active students are education majors. Many of the students who enter the program do so because they have a strong desire to serve the community, similar to the motivation for Peace Corps volunteers or because they want the exposure and experience of teaching students. The latter reason serves those students who have not made a final commitment to the field of education and would like a trial period at teaching.

Tutoring assignments vary, but the tutors volunteering for the public schools meet with their tutors at least twice a week for an hour. The tutors for the Lummi Indians visit the reservation once a week for one or two hour periods, depending on the needs of the tutee. The schedule arrangements are made by the key tutor in charge of a specific school.

II Lummi Indians

The program with the Lummi Indians is unique and challenging and requires tutors who can adapt to the different value system of the minority group. Transportation from the college to the reservation is available twice a week. The tutors, who volunteer to attend once a week are divided into two groups. Meetings are held in the education center on the reservation. The center is equipped with educational materials by the Ferndale School District, of which the Lummi Indians are a part.

A. Elementary

There are sixteen tutors who work with the elementary students, who number from eight to twenty-four students. Reading and math most often require tutoring.

B. High School

High school students average about six tutors per week for eight tutees. The subjects involved are history, reading, math, and English grammar. A balance of one to one between tutor and tutee is the goal.

C. Problems

This volunteer project, for both the tutor and the tutee, presents a number of problems. The Lummi Indians' values differ from those of the Western Washington students and this creates problems that overlap into the educational development of the child. There are times when the tutee will fail to show up for a lesson because of a funeral or ceremonial festival that the parents feel the child must attend. The Lummi Indians enrolled in the elementary school system are as a whole more motivated in their school work than their older brothers and sisters. The parents of the children in elementary school show a strong interest in the child's educational development only through the sixth grade.

After the child has left the sixth grade there is a decrease in parental interest in learning. The student receives no encouragement at home. Most high school tutors must work very hard to stimulate their tutees. The Indian parents believe that when a child reaches the age of fifteen he suddenly becomes an independent being in whose life they play a minor role. The boys are encouraged to become interested in fishing or agriculture and must learn to prepare for their own livelihood. The girls' attention is drawn to domestic interests like home making and basket weaving. Through the volunteer system the tutee will come to the tutor and seek him out for assistance of a specific subject. The tutor has no access to records or personal contact with the teacher who might assist him in the needs of the tutee. This is unfortunate and there are plans now to establish a better relationship between the school system and the tutorial society.

No records are kept on the development of the child and no follow-up is made to see how the child has developed. The Tutoring Society is trying to improve this.

III Public and Private Schools

Tutors who are involved in the community schools spend two sessions a week with their tutee. The tutor may meet with the student during, before, or after school, as agreed upon. The range of time they spend together varies from one-half hour to an hour. Presently students are tutoring at three elementary schools and two high schools. Children needing help at the elementary level range all the way from the first to the sixth grade. Children in grades three and five are the most difficult to work with. because of the change in the curriculum. Special reading and math skills must be retaught or emphasized.

At the high school level all grades are included by the tutors. The subjects receiving the most attention are math, foreign language and science. The tutor who volunteers for public and parochial schools is introduced to the teacher and has an opportunity to discuss the problems of the student.

In these schools the tutor has access to the child's record if it's needed to gain a deeper insight into the problems and needs of the student. In many cases the tutee may lack the reading skills to compete with other children or be without motivation for a particular subject or subjects. Whatever the problem, the teacher or counselor informs the tutor so he can make the proper adjustment in his tutoring and in his relationship with the student.

The parents of the tutee children are understanding and are willing to help in anyway they can. In fact, most parents will mention to the teacher that their child has a problem and needs help in certain areas. If the tutor and tutee relationships are successful, the parents accept the tutor as a valuable asset to the children's learning.

Evaluation

A number of variables give clues regarding the background development of the Lummi Indians and the public school children. The subject matter that each group receives is very similar in content. There is no special difference in the materials of the Lummi students from that given the public school students. There is a difference in the parents' interest in the children's school work. Pressures by the public school parents encourage the child's success in his school work. The parent usually is grateful for any assistance from the tutor or school system, whereas, the Lummi Indian parents, because of their value system, are usually less interested in their children's academic progress.

Children who come from broken homes present difficult problems. In many cases the parents have remarried or the mother is working and the children are more or less on their own. Older brothers or sisters attempt to instruct the youngsters and in most cases use wrong method or concept, which greatly hinders the teacher or tutor. The tutor then must improvise a method (based on his psychology training) to attack the problem from another direction, so that the child will develop the right concept of learning.

The attitudes of the tutee usually change. Their students really want and need help. One of the tutors working with the Lummi children decided to meet the parents of the girl she was tutoring. She was invited to the home and had the opportunity to meet and visit with parents of the girl. By talking with the parents the tutor became aware of other problems. After the visit, the tutor gave the girl more individual attention and they now have become good friends. Also, the tutor has developed a keen interest about the Lummi Indians' problems and has volunteered this summer to work with the program called *Catch-Up,* sponsored by the U.S. Government.

The tutor program has its administrative problems. There must be solid management from the student chairman, adequate financial support from Associated Students, better methods of transportation, rapport with teachers and counselors, and more insight into educational and general psychology on the part of the tutors. There is a strong determination to keep the program on a volunteer basis, rather than a part of the education curriculum. The advisor and others in the education department prefer to keep the program under the direction of the students and to avoid department structure. By tutoring, a student gives of himself for the betterment of others.

WESTERN WASHINGTON STATE COLLEGE TUTORIALS BY-LAWS

PREAMBLE

We, the students of Western Washington State College, in order to form a better service to the educational institutions in the Whatcom County area, for the sometimes impersonal, mass treatment the children and the students receive in our public schools hereby ordain these by-laws in and for the Western Washington State College Tutorials.

ORGANIZATION

Article 1. The Western Washington State College Tutorials shall be made up as follows: The Bellingham Tutor Society, the Lummi Educational Committee, and the College Tutorial.

PLACEMENT AND EVALUATION COMMITTEE

Section I

Article 1. The Placement and Evaluation Committee shall be made up of the following: Placement and Evaluation Chairman, Lummi Chairman, College Chairman, and the Key Tutors from the Bellingham Tutor Society which now includes Assumption, Carl Cozier, Fairhaven, Bellingham, and Sehome.

Article 2. Each member of the committee other than the Western Washington State College Tutorials Chairman shall have one vote.

Article 3. The Chairman of the WWSC College Tutorials may have a seat in the meetings but will not have a vote.

Article 4. The Placement and Evaluation Chairman shall chair all meetings.

Article 5. The Chair shall have the same voting rights as the other members of the committee.

Section II

Article 1. The chairman shall call a meeting before the 10th of every month in which the Tutorials shall operate or as soon after the start of each quarter if that quarter starts after said date.

Article 2. All reports and rulings shall be reported to the Chairman of the WWSC Tutorials within 10 days after each meeting.

Section III

Article 1. The purpose of this committee is to consider the following:

A. The recruiting of new members

B. Placement of personnel in their proper areas

C. Evaluation of the programs in progress in writing so that it can be sent to the schools and Planning Committee.

D. Make recommendations to the Planning Committee on needs that this committee cannot resolve within itself.

E. To transfer information between tutorials.

Article 2. The Committee will have the power to create such committees and groups necessary to carry on the above duties.

PLANNING COMMITTEE

Section I

Article 1. The Planning Committee shall be made up of the Chairman of WWSC Tutorials, Lummi Chairman, College chairman, Placement and Evaluation Chairman, and a Representative from the Key Tutors of the Bellingham Tutor Society.

A. Representative voted by Key Tutors.

Article 2. Minutes of the meeting shall be kept by the Secretary and made available for reports to the schools, advisors, A.S. President, and members of the committee.

Article 3. The meetings shall be chaired by the Chairman of WWSC Tutorials.

Article 4. Each member of the committee shall have one vote.

Article 5. The Chairman shall have veto power over all decisions.

Section II

Article 1. Meetings shall be called at the decision of the chairman or by 3/5 petition of the members of the committee.

Section III

Article 1. The purpose of this committee is to make plans for the future operations of the Tutorials, making awards, evaluating the programs now working, placement needs, finance of the program and other needs necessary and proper to the continuing of the Washington State College Tutorials.

APPOINTMENTS

Article 1. All Chairmen in the WWSC Tutorials will be appointed by the committee of WWSC Tutorial Chairman, Lummi Chairman, and College Chairman with the approval of the A.S. President.

AMENDMENT

Article 1. These by-laws may be amended by the vote of 2/3 of the Planning Committee.

COMMUNITY INVOLVEMENT

James M. Kirtland, Director
College Center
Metropolitan State College

The committed student is the product of two prime factors:

1. He is an older adolescent and subject to well known conflicts both internal and with authority structures.
2. He is idealistic both because it is the nature of the adolescent and the institution reinforces and lengthens the period of idealism.

Because idealism plays such a large part in the commitment of students, further investigation may prove fruitful, especially as it relates to the actions of institutions of higher education.

Students are exposed to many kinds of idealism in the classroom; economic, political and social. We teach the theory of a perfect world. It is small wonder that students have a difficult time matching this knowledge with the real world around them. Students seek to apply the idealism of the classroom to social injustice. Institutions of higher education have failed to bridge the gap between theory in the classroom and the real world.

The civil rights movement is the most vivid example of the committed students indignation at social injustice. Civil rights, however, is not the only area which attracts students. Poverty, disease, the handicapped and the culturally deprived are problems they wish to solve. A few examples of the programs which now involve our students include:

1. Minority students working with their own people to get them into college and tutoring to keep them there.
2. A student organized and operated volunteer organization designed to serve a wide range of community needs. Included are: Head Start, the war on poverty, juvenile court, Y.M.C.A., elementary tutoring, secondary tutoring, the local welfare agency, retarded children, and after care for mental patients. The interesting thing about this category is that its members are organized for the educative value to students and not just for service to the community.
3. A student group organized to help migrant farm workers.
4. Student groups organized to work with the Office of Economic Opportunity in its many areas.
5. Students have become interested in what are known as the hardcore jobless. Not only are they attempting to find these people jobs, but they are going to the root of the problem in trying to affect positively their social life.
6. Panel discussions between students and leading members of the community have widened students' understanding of the complex world around them.
7. A group of minority students working in conjunction with student government are attacking racial discrimination in off-campus housing.

These are just a few of the many new and creative areas to which Union people can (and do) apply themselves.

I would now like to detail some general guidelines for the organization and operation of community service student groups.

The first issue to arise is that of institutional sponsorship. Administrators tend to be very apprehensive about student involvement in the community, perhaps because of past unfortunate experiences. The risks of dissociation, however, are even greater. Whether we approve or not, the committed student will involve himself in society and society will continue to identify him with the institution. By conferring institutional sponsorship we can provide the guidance necessary to make these programs beneficial to both the institution and the community.

In providing this guidance, administrators must exercise great care not to "take over and run" these programs. The spontaneity of student involvement is the single most important element in successfully implementing community service programs. A student conceived, organized, and implemented program is a beautiful thing to behold. When its initiative is styled by the imposition of the authority structure of the institution, much of the educative value of student participation is killed, and so is much of the participation itself.

These students work in highly sensitive areas. Many times, they do not have the expertise to deal effectively with all the situations they encounter. Strong faculty support from the appropriate academic disciplines is critical. This support is usually structured into the group as an advisory committee. This organized faculty can have real impact on the lives of students and on the community. A corollary to this problem is the setting of realistic student goals. It's all too easy for the committed student to lose himself in great social causes. Success here may keep some outstanding future leaders from being separated from the institution.

The area most often overlooked by service groups is proper relations with the professional people working in the area of the student endeavor. The professional social worker can be a great friend or an uncompromising enemy. No student program can operate effectively in the face of heavy opposition from professionals. This situation is unfortunate, especially because it can be so easily avoided. Most professional social workers are more than happy to help set up a well conceived program.

I would like to challenge college unions to review their operations and determine how much staff time and physical facilities are really devoted to creative work with the students. Too often the majority of the resources are spent on housekeeping chores and commercial businesses. While these services are necessary, they do not provide sufficient justification for the union's existence within an institution of higher education. If unions are to fullfill their proper role in the total education of our students, they must be alert to new trends in student interests and develop new ways to serve those interests. It is the mission of the union to lead students into the real world. The future of the union depends on its ability to meet this mission.

THE CLASSROOM TEACHER LOOKS AT THE EVALUATION OF COURSES AND TEACHERS BY THE STUDENT BODY

Phillip Monypenny, Professor of Political Science
University of Illinois

I give these opinions not as Chairman of Committee S of the American Association of University Professors, the committee concerned with "Faculty Responsibility for the Academic Freedom of Students", but as a man who has spent most of his adult life, twenty-four years to be exact, as a teacher and who has never held a university appointment except as a teacher. As a teacher, I have grave doubts about substituting controls manned by students for those manned by University Administrators, Department Heads, Deans, Presidents, Members of Boards of Trustees. To provide substantial independence of thought, publication and teaching for university professors has taken a long fight in this country. The American Association of University Professors was organized under the stresses of World War I, a war which produced even graver divisions in this country than the Viernam war is currently producing and which produced a number of dismissals of university teachers for doubting the wisdom of the war, or for favoring the wrong side. Charles Beard, the great historian, lost his position at Columbia University for opposing United States entry. He helped make the reputation of the man who led the firing effort, a trustee of the University of Minnesota, a corporation lawyer, and later, a Justice of the United States Supreme Court noted for his defense of property rights and his doubts that the rights of persons had an equal degree of Constitutional protection.

The basic statement on Academic Freedom and Tenure was not issued until 1940 as a Joint Statement endorsed by several associations of Universities and Colleges, although the drafting effort began in 1917, twenty-three years before. I note that the statement on Students Rights and Freedoms had its origins in discussions of the committee of which I am chairman, which was not appointed until 1961 and that its approval by several administrative organizations and the National Students Association came in mid-1967 and the early months of 1968, a lapse of time less than one third of that which it took for a statement of the rights of teachers to be partly operative. The AAUP claims on behalf of *Faculty Participation in University Governance,* made through Committee T, were not embodied in a joint statement accepted by administrative groups until the early part of 1967. The faculty has established a well defined place within the University only with some difficulty and after years of negotiation and pressure.

The claims which the faculty has painfully established on behalf of academic freedom have relevance to the topic of student evaluation of courses and of teachers. The essential ideal of academic freedom is freedom to teach, to publish, to advocate that which the conscience of the individual teacher and his earnest application to the subject matter of his teaching have led him to conclude was the most important and valid thing he could say upon the subject. It says in effect that the only judgment of his compotence, after his initial apprenticeship in a non-tenure position, is to be made by his peers, those who have immersed themselves in similar studies, if not in the same, then in parallel fields. It is a point of view which might be labeled peculiarly Protestant if it were not held also by Catholic and by Jewish, as well as by infidel scholars, since it stresses the lonely responsibility of the individual mind and the individual man. It is a point of view which regards knowledge as a kind of absolute good, its discovery and enunciation as an end in itself, regardless of whether anyone takes advantage of the knowledge so provided and regardless of to what use it is put. It is no accident that John Dewey, who fashioned a philosophy of society and education around his conception of the search for the knowledge and its testing, was one of the founders of the AAUP and one of the early participants in the efforts to draft an academic freedom statement.

The claims of students and administrators alike to direct and control the work of the teaching and research faculty proceed from quite another standpoint than the absolute value of knowledge. They start from the value placed on knowledge for its utility; its significance in handling personal or social problems, the conditions of its transmission to those who might use it. They are attuned to the value which is placed not on knowledge in general but on the particular kinds of knowledge or, perhaps, conformity which are endorsed outside of academic walls. Those who provide the vast funds which contemporary higher education requires expect it to solve, in some fashion, the problems of economic development within and without the United States, to contribute to international peace and cooperation, to make autos safer and justice more expeditious and more certain. Students, in particular, seem to expect knowledge, or at least study, to lead to self-awareness, to the discovery of an identity. Their spokesmen stress such a discovery as a result of mutual exploration with teachers, a dialogue concerned not with the nature of the external world, but with matters of personal value, belief, attitude. The belief in academic freedom is grounded in the view that knowledge concerns a world existant outside of wishes and desires; if education leads to self-discovery, it is by returning to self after exploring the impersonal world constituted by nature and by man as a part of nature.

Given the university as the discovery of knowledge, and the transmission of knowledge to those capable of understanding the knowledge thus discovered, what part can the student play in judging of those who profess to be able to provide knowledge? It is no test of a great anthropologist that he is a lousy lecturer, grades unfairly, and leaves all student contact to his graduate assistants. More learn from him than were ever in his classes and those determined to learn will discover ways ot tapping what he knows. If a hundred thousand students suffer under a thousand prejudiced and bitter men, in order that one man is free to make a significant contribution to increasing human understanding, whether of human beings or of the non-human world, is that an insupportable loss, considering the gain? From the standpoint of the increase of knowledge and the need to transmit knowledge to those who have a serious concern with increasing their own understanding, the objectives embodied in student ratings may be irrelevant.

I think that this view of higher education, as concerned with the increase of knowledge, is the most significant standpoint from which the venture into student participation in the evaluation of teaching and teachers should be judged. Knowledge has been one of the most durable concerns of men. Its gain always carries considerable costs and is never carried out without the threat of suppression. No dairy farmer cheers the nutritional value of margarine and a Kraft food plant hydrogenating oil is no substitute for a meadow decorated by dairy cattle. The thirteenth century authority of the universal Catholic Roman Church may have had virtues for which the achievements of the Reformation, the translation of the Bible into indigenous tongues from the best validated Hebrew, Greek and Latin sources and the privilege of doubt with its accompanying risk of losing salvation, were poor substitutes. On the balance, men have settled for knowledge as defined in their time, whether knowledge of the practices and doctrines of the early Christian Church, of heavenly bodies, of the evolution of species, even to knowledge of the terrible energies of sub-atomic space.

It must be granted that no human institution can be valued by a single standard or lives by a single purpose. Higher education has many purposes and not all of them live comfortable with the acceptance of the increase and propagation of knowledge as its most highly valued purpose. Since these purposes cannot easily be separated and pursued separately, except in the few privileged Institutes for Advanced Study which have sprouted in some places, the highest purpose must moderate its claims at times so that it may flourish at all. What is important is that the moderation not be a negation; in a clear conflict, the higher purpose must be chosen. Where does student evaluation of teachers and teaching fit this qualified view?

It can be granted that students encounter many teachers who are not adding to new knowledge in any visible way and that there are very considerable gains in sharing available knowledge with students who will not themselves directly share in its discovery. Student learning might be regarded as only a by-product of higher education, though practically speaking, the increase of knowledge probably has been rather a by-product of sharing with students whatever passes for knowledge at the moment. It may even be conceded that what is shared with students is less an established stock of knowledge than a way of thinking about knowledge, a way of making choices based on knowledge, a way of turning life to account for gains in practical if not in academic knowledge. This is a Deweyan standpoint and it has implications for the structure of educational institutions and the methods of education which in some respects is quite favorable to some current student claims. However, it is a dangerous standpoint for those who would seriously compromise the autonomy of the individual teacher, for Dewey essentially generalized into a social process, the mode of scientific inquiry developed by lonely and independent men. Whether, as an educational procedure it could survive without their constant practice of it, is a question.

We have the further concession then, that what happens to the student as well as what happens to knowledge, may be a valid criterion for judging educational enterprises and individual teachers. The reservation remains that such a standpoint for judgment can be accepted only as long as it is not used to threaten the capacity of educational institutions to sustain autonomous researchers and teachers. We can then grant the further point that students may have a role to play in shaping the character of the institutions in which they study, since they have a unique though limited knowledge of such institutions. Their larger possible role as policy makers is not in question today, but only a comparatively narrow part, their place as critics of the classroom teacher, and as a source of judgments, hence information about his performance.

In answering, several questions must be asked, whose implications I will then attempt to indicate. Who is to develop, organize, and conduct the evaluation? To whom does it apply - everyone, or those who volunteer? What are the consequences of non-cooperation? Who will summarize and interpret the data? To whom will the data be available and for what purpose?

Some projects of evaluation, like the student ratings of courses and teachers published at Berkley and Harvard are the work of self-selected bodies of students. They choose their own survey procedure, including the population to be surveyed; they work without the cooperation of instructors; they summarize the material and develop and publish conclusions as they see fit. The judgments are their own, and they have the value that those who read them, students, teaching staff, and administrators are willing to give them. It is my judgment that this entirely independent student enterprise which is without the cooperation and thus beyond the control of faculty or administrators has the least threat of any possible procedure to the essentials of scholarly independence.

Some teacher evaluations are conducted as joint enterprises between students, administrative officers and the teaching staff, or at least departmental executives. It is assumed that there is a common interest in such an enterprise and that everyone should cooperate, that the instruments

are "scientific" and "objective", that the sample is complete and inferences from it, valid. The statistically compiled and analyzed results may be variously available, to all students, to instructors only, to department heads, to other administrators. This kind of effort has a dangerous air of objectivity, of officiality, and of obligatoriness. In my opinion, it is a threat to scholarly independence.

There are intermediate procedures, in which instruments and procedures are developed officially, as by the Bureau of Instructional Research in my own university, but are used as individual teachers, or departments may decide. The students play no role other than as respondents. The information may be available variously, as the departmental decision, which may be made with full participation or by one man, directs. The threat of this varies with the situation in which it develops and the degree of control the individual teacher has over whether his students are surveyed and how the information is used. One trouble is that a standard instrument determines in advance what kinds of information will be sought, and tends to give a weight to responses which some might hold to be irrelevant.

The disadvantage of collecting information about student opinions, with respect to courses and teachers and using it as part of the decisional background for judgments about individual careers, is obvious. Teaching effectiveness is not easily defined and perhaps not readily reduced to the instant impressions of the current student group. Courses forced on students against their will may be treasured later; the apparently harsh and inflexible taskmaster may turn out to have conveyed more understanding and capacity for independent thought than the narrow confines of the task he sets may suggest is possible. One of my graduate students recently advocated that a course in the history of art be made compulsory for all undergraduates, who would treasure it later. My own daughters are currently taking the course in a lecture class of four hundred students and are complaining bitterly about its exactions. This is not to denigrate all evaluations by students of their immediate experience but it is to say that there can be no constant and definite value given to any particular body of student opinion, however carefully collected. Such opinion must weigh in the balance with other considerations, equally imprecise in measurement and significance.

The trouble is that the expansion of the effort to collect opinions, its routinization and formalization into statistical results very readily leads to its incorporation into judgments about the worth and value of teachers and courses without the qualifications which should currently be present. Students of management write about the dysfunctions of performance measures. The index easily comes to be regarded as the performance itself, and student, teachers and administrators alike may orient themselves to the literal state of the index, not to the more difficult question about what it implies as to the state of affairs on which it imperfectly reports.

I think that these last paragraphs sufficiently indicate my reservations about the universal wisdom of adding student evaluations to the present body of administrative practices within higher education. If information can be added to the very limited fund of knowledge of what goes on between student and institution without unbalancing the judgment on which essential decisions about the careers of individual teachers are made, it is a valuable thing. If a series of reports of unclear significance are routinely assembled and come to have weight in judgments about careers, then a new source of insecurity has been added which threatens the necessary independence of the individual teacher. I do not say that the latter result may not be avoided by some procedures in some settings without losing the advantage of added information. However, the proponents of a change which, on its face threatens one of the most essential principles of higher education, must carry the burden of establishing that it is not a threat. Theirs must be the initial responsibility for finding a way to provide new and potentially useful information without the threat that because it has a certain precision of form it may not come to have a significance in decision far greater than it warrants.

CURRICULUM PLANNING

Franklyn Haiman, Chairman
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Haiman: The article, "The Student as Nigger," by Larry Farber makes clear the similarities between the race problem in America and the student power issue on campus.

There are four factors which cause the gerontocracy to resist sharing power:

First, the possessor of power has advantages and privileges which interfere with sharing. He usually gets his way and the feedback he receives is not often very honest, for many fear his power. He has status and a high sense of worth which he doesn't want to jeopardize.

Second, many people who are attracted to positions of power are basically insecure and timid and thus guard their authority very closely.

Third, there is an impulsive tendency to make decisions alone because it is easier that way. Group decision-making is a difficult and complex process.

Fourth, students are demanding more than they are really competent to handle. Student power has de facto limitations.

Discussion conclusions: In large part, students who want power must help themselves. The gerontocracy can be receptive and cooperative, but that's about all.

Communication works only when the people in power are responsive to what they hear. Just listening isn't enough.

Resistance can be broken gradually by placing more students in positions which they can handle responsibly.

Students do have power if they exercise it. This was learned from the civil rights movement.

Students can best deal with the incompetence argument by limiting themselves to areas in which they know they are competent.

Undergraduates are less Uncle-Tommish than graduate students who have a strong stake in the system. Undergraduates are most likely to push for greater power.

THE STUDENT'S RELATION TO THE UNION AND THE UNION'S RELATION TO THE COMMITMENT

David H. Bowen, Professor of Marketing
University of Colorado

Consideration of student commitment must begin by establishing that commitment is a vital component of enlightened leadership. If we postulate that the university exists to provide a forum allowing the development of exceptional people then some mechanism must exist to motivate and maintain the application of those exceptional capabilities. The university must provide its students with abundant opportunities to explore. There must be a mutual dependency between those who encourage commitment through the classroom and those who stimulate the use of that commitment through non-classroom activities.

Commitment to Change

The focus of commitment is typically the dissatisfaction with the existing state of affairs in the general social structure, i.e., the confrontation between the "establishment" and those who see its obvious flaws and inequities. The passion with which enlightened reformers take issue with the status quo is a function of academic exploration. Given the enlightenment to perceive the urgency of change, a university environment can stimulate a student to focus on specific societal problems and apply his energies to those needs. Indeed, the university is the most prominent proving ground available to those who seek a means of testing the implementation of their ideological passions. This is because the intellectual challenges that underscore the university motivate the passion to establish a more profound and productive society by rebuilding the old order with more viable institutions and more enlightened personnel.

As the architect of human innovation, a university must establish commitment on the part of its students to challenge the status quo. Such commitment must be channeled in positive directions by intellectual stimulation and nurtured with encouragement by supportive university agencies. The committed student must be given the opportunity to apply his energies to more than idle speculation. He must have access to activities that allow him to utilize his skills for implementing the change to which he is committed.

I submit that the college union can provide the activities that give order and focus to ideological commitment. The role played by the union is one of suturing individual goals to an organizational force. The union can–and must–act as a focal point for the application of "Student Power" to the manifold problems for which this generation must find solutions. Commitment to socio-economic innovation is therefore dependent first on motivating the student's passion for altering the status-quo and second on providing him with mechanisms for testing his abilities to facilitate that change.

If a student does not emerge from his university experience at least partially dissatisfied with the established order his basic creativity–his basic desire to innovate–has not been stimulated by the university's resources. Only part of this impetus for change can come from the classroom, from academic experience. Part of the student's concern for new ideologies must develop out of his involvement in pragmatic decision-making situations. He must be given the opportunity to demonstrate his concern for and dedication to the principles he advocates. Hence *commitment* to an ideology (as opposed to just knowing about ideological ferment) necessitates three things:

1. Ideological restiveness growing out of a student's creative concern for building a better socio-economic order.
2. Stimulation of this restiveness through demands for academic excellence.
3. Provision for student participation in meaningful extra-curricular activities through an organization that allows the student to utilize and prove his commitment to excellence. Here the college union must provide the organizational force.

What Serves as the Raison D'etre?

Commitment, whether to ideologies, people or institutions, results from a demonstrable empathy between he who is committed and those who personify the cause. One does not become randomly committed to just any cause, rather he is motivated by some organized point of view personified by peers who provide a *Raison D'etre.*

Indeed, personal commitment–be it to a dynamic social movement or to interpersonal involvement of a more intimate nature–grows, flourishes and becomes a force only when supported by organized reinforcement. One constantly seeks reinforcement in all human endeavor. Yet when faced with the challenge of rising above acceptable-level mediocrity–i.e., the status quo - such reinforcement becomes especially critical. When one seeks to do more than participate in the routine of his environment he must have some sort of *visible* frame of reference that supports, or is at least sympathetic with, his intentions and ambitions. To one who seeks a leadership or innovative role in his subculture, success inevitably depends on his being able to locate and depend on organized support.

Indications of the need for organized ideological support are well demonstrated in the political arena. Political success is ultimately dependent on an aspirant's capacity to achieve recognition by the structure he aspires to command. He who is politically ambitious relies on the mutuality of motivation that is derived from the interdependence of the individual and the organization. Without such mutual interdependence the individual would not gain power and command and the organization would not have access to leadership. Theodore H. White documents this process in step-by-step fashion in his superb chronologies *The Making of A President: 1960 and 1964.* Both Presidents Kennedy and Johnson achieved their ultimate political power only after a long series of compromises and conciliations with the organizational structure of the Democratic Party but neither would have sought power had the components of the party not motivated them to do so.

Leadership capacity is valueless without an organization that can maintain the values proferred by those desirous of leading. Commitment to a point of view or ideological redirection becomes little more than "soothsaying" unless individuals have access to organizations that allow them to compound and intensify their commitments in an orderly fashion.

The college union is just such a force. It is a focal point for both spontaneous intellectual challenge and redirection and for organized activity processes. The union confronts the student with people and positions that provide him with standards of performance. The union that has succeeded in establishing and motivating commitment to change provides a stream of committed students that exemplify the value of organized support for ideological consecration. Thus, the union, in concert with a climate of academic involvement, provides a *Raison D'etre* for the committed student. Moreover, the committed student provides the very foundation for the establishment of college unions.

The Fusion Process

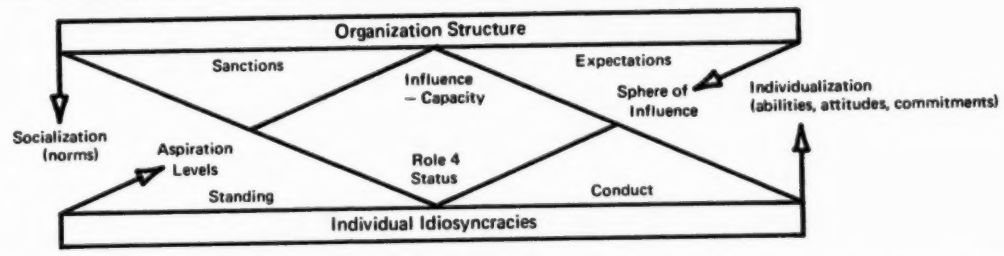
The actual mechanisms that facilitate this relationship between the union organization and the committed student are no different than those that facilitate the building and maintenance of any social structure. To establish a system of coordinated human efforts necessitates five basic elements:

1. A unifying principle that provides a purpose.
2. A process that initiates and maintains communication.
3. A hierarchy of authority that has legitimate access to power.
4. Activities that provide both effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions.
5. Procedures designed to attract a stream of resource inputs.

If students do indeed have a passion to alter the establishment for the better, then a unifying purpose does exist. If direction and facilities are provided so that the energies of such passion are not random, then authority and communication are accounted for. If the commitments materialize into programs, student governments, administrative bodies and culture-extending events, then the activities that create the necessary inertia for efficiency and effectiveness come into being. Finally, the inculcation of the organization with the environment secures recruitment potential. Thus, the college union's stake in student commitment is established. But what will maintain it? It is one thing to establish an organization but it is a far more complex and difficult thing to adapt the organization to the changing demands of the environment in which it exists.

If the union provides the impetus for student involvement with the total culture when its organizational intentions are secure. But to embody the adaptiveness that is essential to organizational continuation the union must reflect the demands and commitments of the students it serves and at the same time provide a contemporary frame-of-reference for channeling the energies of those demands and commitments. Thus there must be a fusion of the influence of the organization on the individual and vice versa. This does not mean that the organization must totally adapt its framework to the talents of the people involved. Nothing produces organizational pathology so quickly as an attempt to build an organization around people. Order disintegrates when its binding purposes, efficiencies and effectiveness are fragmented in attempting to be all things to all men. But modifications of policies, procedures and functions in order to maintain empathy between the structure and the subculture that spawned that structure are vital.

Fusion provides a malleable character that retains order while allowing for cultural resiliency. *If, as postulated earlier, university students must have pragmatic outlets for testing their ideological commitments then order with resiliency is critical.* This is so since the forces at work in the environment create changing passions but demand rather consistent managerial skills for implementation. Fusion thus involves imposing the sanctions and expectations of the organization on the individual while allowing the standing and conduct of the individual to alter the organization's demands if such alteration will best serve accomplishment of organization purpose..



This diagram, drawn from the writings of the sociologist E. Wight Bakke, suggests that fusion is a matter of compounding the abilities and commitments of the individual with the norms of the organization whose membership he seeks in order to reach his aspiration levels. Yet it also implies that for the organization to maintain its desired level of influence it must impose its norms on the individuals that it reaches. Neither is wholly possible and thus the role and status of the individual and the influence and capacity of the organization are constantly modified to account for the relative influence of each on the other.

In order for the committed student to achieve the role and status necessary to implement his commitment he must have the support of an influential organizational structure. For the organization to retain its prominence and influence it must have the talents of exceptional people. On a college campus the exceptional talent is by definition those who seek academic excellence and in so doing arrive at high levels of commitment. The campus organization in the best position to utilize the force of that commitment to implement change in the environment is the college union.

The composition of the individual's idiosyncracies is actually a series of fusion processes in which each successive organizational experience leaves an indelible mark on his standing and conduct. Standing is really a matter of reputation. The sort of response expected from a given individual is predicated on his reputation with other groups. One's conduct is a function of the procedures he has employed and the successes (or failures) he has realized in previous group experiences. Thus what he brings to an organization in the form of abilities and commitments is the result of learning. To the college union a student brings his passion for social innovation and asks that the sanctions and expectations of the union provide him with social support through the activity patterns it provides.

The influence leadership of the union is directly proportional to the vigor with which it supports student aspirations and the vitality it builds into the system it yields. Simply, the union is only as strong as the influence it perpetuates through supporting student commitment. Where the college union plays this vital role, student demands may best attain obligatory force when they are articulated through the organizational structure of the college union.

Will the Fusion Continue?

The potential strengths and weakness to be found in the union's responsibility to continually fuse its capacities with student commitments are rather evident. A structure that is stark and rigid, that does not allow for the emergence of new causes and new champions, will quickly be rent asunder by the simple process of being ignored. The rigor that accompanies the achievement of academic excellence does not accommodate archaic leadership for long. Failure of a union to establish and re-establish eloquent empathy with the student body will quickly diminish the union as a source of individual power. Some new organization–formal or informal–will arise to fill the vacuum left by antediluvian union leadership.

Certainly the union with its facilities and personnel dedicated to the establishment of student interaction is in a uniquely powerful position to channel the energies of student commitments to changing and revitalizing society. Certainly students motivated by intellectual activity seek *visible* support of their abilities and points-of-view. The common arrangement is therefore an active union calendar that provides a continual focus of attention for the committed student. But where this arrangement breaks down–and it does all too often, where the union merely provides facilities rather than fusing its influence with individual aspirations–a crisis of commitment occurs. Students pursuing vital interests ignore the lethargic union. They may turn to organizing frames-of-reference that are less integrated with the university's principles and more susceptible to exploitive interests. This suggests that fusing the union's influence with the individual's aspirations is a responsibility in the same category as academic freedom. Failure of the union to provide the organized support that ideological commitments demand will deprive the student of a very critical component of his total motivation to excellence.

The Union's Growing Responsibility

The college union is important–vital, in fact–in providing the student with a total climate that validates his commitment to ideological change. Without a supportive *Raison D'etre* the student's concern with participating in the affairs of his environment is unmotivated and as a product of a university education he is less than he could or should be. The role occupied by the college union is far more significant than that of a purveyor of food, recreation and related activities. The role of the union is one of fusing organized power with individual concern and hence achieving an innovative force based on academic excellence.

My concern has been with identifying what should be the relationship between the union and the student's ideological involvement. This leaves to your imagination the pragmatic activities that will serve to accomplish the fusion process. Suffice it to say that numerous avenues are possible as long as one central theme is maintained: *The union and its agencies must be constantly visible -- conspicuous, if you will -- in supporting the committed student.* This is not a matter of choosing up sides between university administration and students. Rather, the

union's influence is a function of the students' use of it for accomplishing individual goals. The union must act as a catalyst for bringing opposing forces into confrontation and for supporting the student who demands a voice in changing the status quo.

The responsibility of the college union is therefore one of increasing its accessibility. As academic turbulence intensifies – and innovation and discovery will always stir turbulence – students will need even more visible frames-of-reference in order to sort out valuable ideas from the tumult. College unions have at their disposal the ability to play an even greater role in the future as rigid curriculums give way to self-directed learning and tired subject matter is replaced with evaluation of contemporary issues. As the campus grows in intellectual sophistication the reliance on the non-classroom sector will intensify. If the union successfully fuses ideologies and organizational capacities then its role will be meaningful and its responsibilities met. If the union withdraws its visibility as a potent focal point for ideas then its value to future generations of students will be little more than that of the vending machines in its hallways.

To those directing the fortunes of college unions the choice is between establishing a powerful organization that ascertains a high level of student respect or settling for simply making facilities available. The former will serve to provide the committed student with access to power. The latter will serve only to alienate students even further from their responsibilities to change the status quo.

College unions therefore have the rather unique ability to either manifest or diminish student apathy. They have the power to either stimulate or eradicate commitment. Playing the role of the catalyst is difficult, frustrating and often subject to livid ridicule. But perhaps that is the best rationale for college unions – they can absorb the "pounding" of ideological ferment and not endanger the credibility of the academic structure.

Thus the union relationship to student commitment is critical. It may be that without the support of the college union the vitality of academic excellence will be lost. Let it not be said that the campus' most valuable advocate of student involvement failed to act and therefore student commitment to change was unmotivated.

BUT HOW DOES ONE FOSTER STUDENT COMMITMENT?

Curt Kopecky, Student
University of Colorado

At first glance, the level of commitment evident in today's college student may seem quite high. At any rate, such activities as the sit-ins and protests on campuses such as Berkeley and the University of Colorado, and such events as the Students for a Democratic Society's anti-Vietnam War protests and marches, all of which have received much publicity because of their newsworthiness, would seem to indicate that student commitment to non-academic endeavors occupies an important position on the college scene.

Looking deeper, however, it is evident that very few students are involved or even represented in the few activist movements which receive voluminous news coverage. An examination of the nature of this "silent majority," a designation given to these non-active students by other students at the University of Colorado, reveals that few indeed have commitment to anything other than themselves and perhaps their classroom learning.

If one accepts that the majority of students, even those on the most active campuses, have little or no commitment to any activity or social change;and if one agrees with Professor David Bowen, in his paper, that such commitment is valuable and necessary to a student's overall education, and that the college union is the one institution on a campus which can and should provide for and encourage such commitment, then it would seem there is great opportunity for the college union administrator to expand his efforts to foster student commitment. The problem, however, is to determine the means through which this can be accomplished.

As a group, students cannot offer any one set of suggestions to aid the union administrator in solving these problems. For example, the student union board at the University of Colorado Memorial Center recently observed this when trying to set an administrative policy for handling sit-in demonstrations in the building. The group which had done the protesting against military recruitment expressed the belief that the union administration should do nothing to interfere with any group's actions unless such actions were illegal, in which case they should refer the matter to the appropriate law enforcement agency. Other students on campus, however, voiced a concern that the union director should prohibit emphatically any demonstrations which might restrict the activities of other groups or individuals. The UMC Board, the one group most objectively concerned with total student good and not with some special interest, arrived at the decision that the administration should encourage student commitment in any area and should encourage free expression even when it involved demonstrations against other events, as long as such activities did not restrict free access to ideas and information.

With three years of active commitment to the University Memorial Center to add to my perspective as a student in regard to this question and to the role of the union staff in encouraging student commitment, I believe that the following suggestions present a reasonable direction for union administrators to explore.

The staff of the union should provide counsel to individual and groups of committed students. Such counsel will provide the students with a viewpoint of individuals who are more aligned in their thinking with those who usually hold the purse-strings and the vote of influence. It will give them an opportunity to test their ideas and plans in a friendly atmosphere where they can see the reaction of the older generation before they present the same ideas or plans to the public where a negative reaction could damage their reputation.

I believe that I speak for most students who have been involved in student activities when I say that such contact with the union staff has been personally rewarding and has often saved me from taking some action which would have been detrimental both to my cause and to myself. In many cases, I have realized the irrationality of some of my contentions and intended actions only after receiving this feedback.

Such counsel should be given only with the intention of making all alternatives and possible consequences known to the students. Trust can only accrue to union personnel if students are not coerced into changing their opinions to match those of the staff. Rather, it must be left completely to the student to make his own decisions and the union staff should do everything in its power to avoid offering any ready-made solutions. To do so would remove the decision-making responsibility from the student, an action which would not only hinder the development of his decision-making ability, but would also tend to take the challenge out of any feelings of commitment which the student may have had.

The union should provide facilities and programs which directly support specialized interest groups. Both students and administrators have traditionally judged the value or success of any activity by the number of students affected or in attendance. Realizing that even those programs which are "successful" reach only a small percentage of the total student population and observing that the same students in attendance at one event are usually those in attendance at other events, it should be clear that a great percentage of both student money and union personnel time are spent on a very small segment of the student body. Even the uninvolved students who constitute the silent majority have some areas of interest, interests as divergent as the names or faces of the people attending the college. Few activities or world problems affect any substantial number of people in the same way or to the same degree.

It seems to me that to direct the union's activities and programs toward meeting the specific needs of many small special interest groups, as opposed to attempting to provide a few programs of a grand scale for larger groups, means that the union offers something of interest for everyone. By offering moral and even monetary support to specialized groups, a number of benefits would result for both the groups and the individuals.

As a result of such programming infrequent visitors to the union might come more often if for no other reason than to associate with other students who share the same interests. Their presence in the union building, would expose them to the other activities of the union, an exposure which could spark a new interest and involvement in other forms of meaningful commitment.

From the viewpoint of those groups of committed students already in existence, such programming would enable them to better perform the recruiting functions which are so necessary in any group activity. For such groups to assure continuity after their current members have left the university scene, provide evidence to individuals that their message of social change or promotional activity is having an effect on others, face-to-face communication with numerous members of the university community must occur. By encouraging a larger number of students to visit the union via such programming efforts and by providing a physical facility located in a heavily trafficked area used by any and all groups to present or to promote whatever they wish, the union's administrative staff would be making a valuable contribution to the development of student commitment.

But no union can hope to provide an atmosphere which encourages true student commitment which does not provide the opportunity for meaningful student involvement in formulating the policies and programs of the union itself. The union must have active student involvement in programs to obtain feedback as to what students want and need and as to what programs appeal to the special interest groups. As admitted at the outset of this paper, no group of students can truly ascertain or represent the entire student population's concerns and needs; but, any group of students should be more capable of doing so than any administrator.

Secondly, union personnel should have concern for the continuity of their own profession, just as do student groups; and they should therefore attempt to involve students in union work to develop a commitment on the part of the students to the purposes and philosophies of the union profession to assure a supply of dedicated union personnel in the future.

Finally, not only does student involvement in the union field provide a good example for commitment in other areas but, more importantly, it is in this area which the union administrator can most easily work. It is here that he can directly encourage and influence student commitment. At the same time, the easiest method by which he can best encourage student commitment in other areas is to use students who have accepted the challenge of meeting student needs and of serving their interests and who have become committed to developing programs which accomplish such ends.

APPENDIX I

SECTION IV' ARTICLE B OF THE UNIVERSITY OF COLORADO MEMORIAL CENTER POLICY MANUAL

March 5, 1968 Edition

B. Scheduled Use of UMC Facilities for Meetings, Programs, Conferences, and Special Promotional Activities:

1. In order to meet the organizational needs of the University community, UMC facilities are provided for on-campus University groups and departments for meetings, conferences, social events, and special programs which contribute to the social, cultural, and educational objectives of the community.
   a. It shall be the policy of the University Memorial Center Board that the facilities of the UMC shall be open to all members of the University community and free of restrictions that are not conducive to freedom of expression or to the appropriate utilization of UMC facilities or services.
   b. Any individual or group action or response directed towards scheduled events must be carried on in such a manner that participants in the scheduled event are not in any way restricted in their planned activities. Any activity that serves to spacially or temporally remove the participants from their intended audience will be viewed as a restriction in the above sense.
   c. The unobstructed operations of UMC facilities and services shall be maintained.
   d. Any scheduled event shall have clear priority over unscheduled or spontaneous events, and it shall be UMC policy to insure such priority through whatever means necessary.

BUILDING USE POLICIES AS THEY RELATE TO STUDENT ACTIVISTS

Philip G. Hubbard
Dean of Academic Affairs
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In considering the policy and enforcement of regulations for unions, with special reference to student activists, a good starting point might be to discuss which characteristics of activists require special attention. A few years ago, one might have assumed that a general answer to this question could not be given–that activists would vary so much from one campus to another that generalizations would have little meaning. This is certainly not true at the present time, however, due to the open communication among campus organizations such as the National Student Association, Students for a Democratic Society, and various associations of campus officers. Ideas which originate at one campus are quickly disseminated over a wide range and those which meet the objectives of a particular group of activists are quickly adopted at other locations. I would like to review pertinent characteristics which have come to my attention through the various newsletters, journals, and reports which reach my desk and are borne out by our experience at the University of Iowa.

First of all, the *motivation* of the students has proved to be an important factor, in spite of careful adherence to the principle of enforcing rules without reference to the particular political or religious views of individuals and organizations. Rules which are readily accepted by the traditional groups may be challenged repeatedly by those organizations and students who feel that moral considerations or some higher principle should give them special dispensation whenever existing rules are not convenient for their plans. For the current generation of students,

the practice of testing regulations on moral grounds was developed during the civil rights activities wherever transportation facilities or public accommodations were not equally accessible to Negroes. As one example, Mario Savio participated in freedom rides and sit-ins in the South before deciding to challenge the regulations at Berkeley. The experience gained there, coupled with his organizational talents and eloquence, proved valuable in rallying support on a wide scale during the free speech movement. More recently, of course, the war in Vietnam has been opposed on moral and humanitarian grounds. We find that several of the most active students at our university gained experience in high school as Black Armband Kids or as workers in voter registration and freedom schools. Such experience does not lead students to accept tranquilly whatever regulations happen to exist in a particular situation. This characteristic has required special attention on our campus recently in the sale of literature in the Union, distribution of leaflets, camping on the lawn, disruption of the library and the Office of Student Affairs, and access to the Placement Office, for example.

Another factor to be taken into account is the *tactics* employed by the activists. These will determine the kinds of facilities they need and these, in turn, determine the possible revisions which should be made in policies. Typical tactics include solicitation for members or funds, free distribution or sale of literature, photos, and buttons, displays on bulletin boards, posts, trees and walls of buildings, speeches over public address systems or radio, group meetings, concerts, poetry readings, plays, marches, and picketing. These require the following facilities which are usually located in Union buildings:

Typewriters, printing presses, duplicators, and photocopy machines
Poster preparation equipment
Bulletin boards, display tables, solicitation space
Public address systems, radio stations
Meeting rooms and auditoria for programs
Outdoor assembly areas near centers of traffic
Space in which to picket
Movie projection rooms

Ironically, the more successful the Union is in providing the facilities needed for student activities, the more likely it is to be the focus of problems in policies related to militant activists. Deans of students and placement centers have also been the target of activists and these are often in the union. The trend of current criticism indicates that academic offices may be the next major target of agitation for reform. Professors might soon find themselves discussing open access to classrooms and acceptable tactics of protest over teaching practices in some of their professional meetings. The experience gained in protests over non-academic matters could be used in attempts to reform the curriculum or teaching practices.

Commercial activities to raise funds sometimes require special attention for union directors. Our experience includes the following examples: Attempts to sell items which compete directly with the book stores via magazine racks and other sales counters in the same building; requests to sell art and literature which raise questions of good taste or obscenity; surreptitous sale of illegal items; or use of facilities for gambling. The last category is not so much a policy matter as one of policing, of course, but even in that case it is necessary to decide the point at which point civil authorities are to be consulted.

Who Should Be Consulted in Policy Review?

Although it must seem like ages to most of you, it was only a few years ago that policies were determined by deans and directors who checked occasionally with student boards and presidents. Changes came about slowly enough that a rulebook might be good for a few years and exceptions were necessary only on rare occasions. Firm guidelines are still essential for fairness to all involved but the watchword now seems to be flexibility within a general framework of standing review committees.

With reference to building use, the rallying cry of the activist seems to be "who says so?" Because of this attitude, we need to be sure that policies are well thought out, that an orderly procedure for review is established in advance of a request for changes and that the review process is used to educate students as well as to evaluate specific requests. The review group should include students and faculty as well as the staff members who are responsible for executing the policy. The union has its own board, of course, and most institutions also have an overall committee on student life to establish regulations which apply to the union as well as the remainder of the campus.

Inasmuch as activists tend to avoid the traditional student organizations, a balanced viewpoint should be obtained by including students from well-established groups as well as those from student government. At our institution, the latter has a rich supply of activists with a strong desire to influence and, if possible, to control policy. Faculty members should be selected by representative faculty groups, not hand-picked by the administration. Finally, and this point is very important, a lawyer or someone with special legal training should be attached to the committee at least as an occasional consultant. Student activists have forced several institutions into court actions lately, and crippling legal problems might be avoided if lawyers are consulted *before* a decision is made final.

Although he may be a thorn in the side of students who have worked diligently for two or three years to attain positions of responsibility in student programming groups, the night-blooming activist should somehow be involved in long-range planning as well as in the ad hoc groups which must deal with unusual or emergency situations. Activists tend to take the short-range viewpoint in some matters and their position can be moderated considerably if they are required to put problems into a general context. Regular membership on policy committees is perhaps the best education for this purpose and the implications of a decision should be explored carefully and openly. In particular, it should be remembered that precedent is an important factor in operating any system. Activists are all too likely to ask for exceptional treatment because of the moral nature of their endeavor, but those of you with experience in student personnel work know that a privileged group at either end of the activities spectrum can be a strong demoralizing influence on the remainder who try to abide by regulations.

People Versus Property

Activists of my acquaintance tend to be strongly humanitarian in their attitude. They will frequently use comfort, convenience,and unorthodox esthetic values as bases for policy decisions in opposition to such prosaic items as income, damage to walls and floors, and excessive maintenance costs. Most important of all, some of the protest demonstrations create conditions where broken glass or panic in confined spaces can lead to personal injury. If opposing groups engage in physical conflict, the hazard can be great indeed. Where time permits, cost factors should be explored with representatives of all groups involved. There should be some agreement as to what constitutes normal wear and tear. Anything beyond this should be assessed against those who cause it. Due to the spontaneous nature of some activities, however, there may not be time to discuss plans in advance of some events and we have found it advisable to close off parts of the building temporarily in order to reduce the possibility of personal injury. At other times, the number of people in a particular area has been limited by requesting demonstrators to do so voluntarily. When they are actually involved in exploring the reasons for such limitations and help to make the decision, it has been found that they will not only honor the request but provide the necessary supervision of their group.

With reference to property damage, it should be noted that alienation tends to promote contempt for buildings and furnishings, so that anything which tends to bring activists into discussions or give them an outlet for their ideas will have beneficial side effects. As one example, students agreed to refrain from painting messages on walls of buildings as part of the general plan for a recent demonstration, in contrast to the experience at earlier ones. Above all, of course, the prime consideration must be for personal safety even though protecting people might increase the probability of property damage.

Our Union Board has sponsored for several years a forum for expression of opinion called Soapbox Soundoff. This is used extensively by activists, although they may not always stick to the advertised topic. It is held inside the Union, with a public address system controlled by a coed. She uses her judgment as a lady, turning off the system whenever the conversation offends her personal sensibilities. This has worked admirably and avoids the problem of defining obscenity or putting complicated rules into writing.

In order to be effective, policies should be established with the methods of enforcement firmly in mind. Unenforceable restrictions or those which are so unpopular as to invite retaliation may be worse than general guidelines which leave something to the discretion of the administrators. On the other hand, activists tend to test the limits and this forces the policy into fairly rigid confines so as to eliminate misinterpretation. Restrictions which seem reasonable and proper to a large majority of the academic community are being tested in the courts now and many are being rejected as unconstitutional on various grounds, which again suggests the desirability of lawyers on our committees. Obscenity is a case in point. It is extremely difficult to define obscenity, unless it fits the category of hard-core pornography. Words or ideas which would be offensive when pressed upon a captive audience might be acceptable when presented in such a way as to offer the reader or listener a choice. A useful guide might well be to avoid submitting an unwary person to involuntary exposure.

Most institutions have their own security or police force. All of them rely upon city, county, or state authorities to enforce the civil laws. This dual authority poses policy problems with respect to when civil police are to be called into a particular situation. We have achieved excellent results by inviting our city manager, county attorney, police chief, sherriff, captain of the highway patrol, the chief of the campus security force, representatives of the dean of students, the president of the student body, and leaders of activist groups into a joint meeting prior to a potentially explosive activity. We discuss the type of activity, time, place, and number of people expected. The civil authorities cannot legally refuse to respond to a call for assistance but they have discretionary power with respect to the type of action they take upon arriving at the scene of a complaint. With respect to the campus security officers, they should not be required to use force aginst people or to make arrests unless they are legally authorized policemen. Without this authority, they are vulnerable to suit for causing injury or false arrest under conditions where a policeman would be immune.

After adequate communication has been established among all of the groups involved in a particular situation, care must be used to avoid veiled threats or arbitrary restrictions. Statements made in haste during the period of activity often boomerang if disciplinary action becomes necessary, or the fairness of the staff may be questioned if special rules seem to be fabricated especially for a particular segment of the student population. Regulations must be clearly stated and published in such a way that all students have easy access to them, preferably in a handbook given to each one. This incidentally is required by the recent *Statement on Rights and Freedoms of Students* adopted by the American College Personnel Association and several other organizations. The entire statement is an excellent basis upon which to build a system of regulations.

Student organizations play an important role in building use policies because reservations for space are available only to duly recognized groups. This privilege is usually cherished and the possibility of losing it is a strong factor in encouraging responsible action.

Professional personnel workers often complain that the legalistic attitude towards regulations tends to decrease their effectiveness in maintaining high standards of taste and behavior among students. This is an important matter and they should be reminded that they need not compromise personal standards or withhold their opinions in working with students. Each discussion of plans and procedures is an opportunity to teach and we expect staff members to exhibit high standards of artistic taste, to be concerned about morals and to encourage responsible action. Their position as administrators should not deprive them of the right to be an individual any more than students should be deprived of their personality. To put this matter in context, it may be helpful to distinguish carefully between the advice and opinions expressed as an individual, as opposed to regulations which have the weight of the institution behind them. Students usually expect the staff to offer suggestions and a respected person can exert a strong influence without the need for a specific regulation. However, staff members should be careful to avoid presenting a personal opinion as an institutional rule.

Examples

The guidelines which have been discussed above are intended to be helpful for those who are facing problems but something more specific may be in order. For whatever they are worth, I offer the following policy statements which have been developed recently at The University of Iowa:

THE RIGHTS OF STUDENTS TO EQUAL ACCESS TO UNIVERSITY SERVICES AND FACILITIES

It has long been the position of The University of Iowa that all students must be assured equal access to all of its services and facilities. This position has recently been generally affirmed in a "Student Bill of Rights" drafted by representatives of the American Association of University Professors and nine other national organizations of students and faculty. That document provides in part that a college's facilities and services should be open to all its enrolled students.

Conspicuous among the many and varied services offered by The University of Iowa to its students are placement assistance and information concerning future careers in both governmental and private employment.

While the University recognizes the rights of students to assemble peacefully and lawfully for the purpose of expressing their views on any subject, it is bound to reconcile such activities with the other functions of the institution and with the rights of other students. The "Student Bill of Rights" referred to above recognizes this need, in stating that students should always be free to support causes by orderly means, so long as those means do not frustrate or interfere with normal University operations and the rights of individual students.

In the light of recent events on some other campuses in this country, it might be well to reiterate that this University takes these rights of students and its own related responsibilities most seriously. As applied to the placement process on this campus, this means that the University must and will respect orderly demonstrations in favor of, or opposed to, any public position. However, it cannot abdicate its responsibility to protect the rights of individual students in seeking access to such placement facilities. The University must and will fulfill this responsibility, and in thus protecting the rights of individuals it will continue to protect the rights of all.

POLICY AND PROCEDURE ON SOLICITATIONS

Policy Statement

Recognized student organizations are entitled to the use of university facilities relating to the purposes of the organizations and consistent with the educational aims of the university. In the event that student and non-university organizations request use of the same facilities at the same time, preference will ordinarily be given to the university student organization.

Permission will ordinarily be given to a university recognized organization to distribute or sell, on campus, literature or notices relating to the purposes of the organization, to distribute or sell tickets to public events appropriately sponsored by the organization, to post notices relating to the purposes of the organization on bulletin boards approved for the purpose, and to seek voluntary contributions for purposes consistent with the aims of the organization and not for the personal benefit of members. In interpreting the aims or purposes of the organization, the statement in its constitution will be followed. The permitted activities will be carried on only at reasonable times and places on the campus as determined from time to time by the Committee on Student Life and under reasonable conditions imposed by the authorities charged with control of the areas involved to prevent interference with the traffic and good order of the university community.

Procedure

Requests for approval of any form of solicitation must be made in writing (a special form is available) at the Office of Student Affairs not later than the calendar week preceding the calendar week of the proposed date of the activity, and then scheduled with the administrative officer involved. Requests must be made by the president of the organization or his representative appointed in writing. (Solicitation is defined as the seeking of funds or support by a recognized student organization from others than its members; including the obtaining of signatures, food, supplies and other forms of support; and the selling and distribution of items, materials or products, and services.)

The only building on campus in which solicitation may take place is the Iowa Memorial Union, except by special permission of the Office of Student Affairs; in addition, specified places on the outdoor campus may also be used, depending on the nature of the project. The Director of the Union shall make available spaces for at least two organizations a day in a well-trafficked area of the Union. Every student organization shall be entitled to use these facilities once every four weeks. In addition, any student organization may request approval from the Office of Student Affairs for the use of one of the spaces for one day of *any* week in which the spaces are not already scheduled by Thursday noon of the previous calendar week. Approval for the use of such previously unscheduled spaces will be granted on a first-come first-serve basis. Special permission may be granted by the Office of Student Affairs for the use of Union and other university facilities for special projects involving longer periods of time such as week-long money-raising or ticket sales campaigns, and so on.

REGULATIONS RELATING TO DISRUPTIVE ACTS

1. Any member of the University oommunity–student, faculty member, or staff member–who intentionally
   a. disrupts the orderly processes of any University under Regent control,
   b. obstructs or denies access to services or facilities by those entitled to use such services or facilities as provided by any University under Regent control, or
   c. interferes with the lawful rights of other persons on the campus of any University under Regent control,

   or incites others to do acts proscribed by (a), (b), or (c) above, shall be subject to disciplinary action by the University.
2. The University may take such disciplinary action, up to and including dismissal from the University, whether or not such disruption, obstruction, denial, or interference constitutes a criminal act.
3. All disciplinary proceedings under this policy shall comply with standards of due process appropriate to the situation.
4. Admission or re-entry to the University as a student may be qualified or denied to any person who, while not registered as a student, acts in such a way that if a registered student had done the act, the registered student would have been subject to the disciplinary proceedings contemplated by section 1 of these regulations. Appropriate standards of due process shall be followed if an applicant for admission or re-entry based on the provisions of this section.
5. Nothing in these regulations shall be construed to interfere with free expression of thought and opinion at a University under Regent control, including the traditional American right to assemble peaceably and to petition authorities.

Summary

This last item (5) might be the theme on which to base a summary of my comments. The rights to freedom of speech and freedom of assembly are meaningless unless provisions are made for citizens to exercise those rights. Buildings and other facilities are to be used, not to be treated as museums. Policies for their use should encourage participation by students individually or in groups, with regulations which take into account the nature of the community. Activists require special consideration not because of their political or social opinions but rather because of their practice of challenging authority. Our response to this challenge should be to educate the students as to the need for order and to retain only such restrictions as are defensible in a community of reasonable people acting in good faith. Intent should not be prejudged, and enforcement should be uniform for all parts of the community. Activists may irritate us if their attitude decreases the spirit of mutual trust which we try to maintain, but in today's atmosphere of social upheavel, the most critical contribution of the union to the institution might be to provide another effective platform from which all members of the educational community can transmit ideas from and to the larger community which surrounds us.

PART TWO: THE UNION AND ITS CONTEXT
KEYNOTE ADDRESS

METROPOLITAN AMERICAN–ORDER OR CHAOS

Philip M. Hauser, Professor of Sociology
University of Chicago

My subject is *Metropolitan American - Order or Chaos.* I should like to begin with some global perspectives that are necessary as background for understanding the chaotic world in which we live.

Man, or some close relative, has been on this earth perhaps two million to two and one-half million years–two million according to finds of the British Anthropologist Leakey; two and one-half million according to more recent books from a Harvard team. Now over the period of man's occupancy of this planet there have been four developments which, in my judgement, have more profoundly altered man's thoughts, his attitudes, his values, his behaviorisms than anything else to which you might refer. These four developments are first, the population explosion; second, the population implosion; third, population diversification; and fourth, the accelerated tempo of technological and social change.

By the population explosion I refer to the remarkable acceleration of world population growth, particularly during the three centuries of the modern era. Most everybody has become aware of the problems associated with this phenomenon. But may I say this is a very recent development. Population has been quite unlike Mark Twain's observation about the weather. You'll recall he said "Everybody talks about it, but nobody is doing anything about it." Well, population has been pretty much vice versa. Almost everybody was doing something about it, but nobody was talking about it until very recently.

Now by the population implosion, I refer to the increased concentration of the world's peoples on a relatively small portion of the earth's surface. You probably better recognize this phenomenon under the rubrics of Urbanization or Metropolitanization. By population diversification, I refer to the increasing heterogeneity of people sharing not only the same geographic area but increasingly the same life space–social, economic, and political activities. By heterogeneity I refer to populations diverse by culture, by language, by religion, by value systems, by ethnicity and by race. This, too, is a very recent phenomenon. Then, of course, the accelerated tempo of technological and social change is so obvious to all of us that I need dwell no further on what it means. Now, these developments are closely interrelated. The population explosion fed the population implosion. Both fed population diversification. Accelerated technological and social change were both antecedent and consequent to the other developments. And, in general, technological change preceded social change.

The United States of America is perhaps history's most dramatic example of all four of these phenomena, and I shall indicate just what is involved by focusing now on the United States.

First, let us consider the population explosion. When our first census was taken in 1790 we were a nation of fewer than four million people. When our 18th census was taken in 1960 we were a nation of one hundred and eighty million. Today we are a nation of well in excess of two hundred million. It is almost a certainty that, barring catastrophy, by the end of this century we shall be a nation in excess of three hundred million. That is the population explosion.

Second, let us consider the population implosion in the United States. When the census was taken in 1790, ninety-five percent of the American people lived on farms or in places having fewer than 2,500 persons serving those farms. Ninety-five percent of the American people lived in rural areas. I cannot stress that too much. Only five percent of the American people lived in urban places, defined by the census as places in the entire nation, only two of which, New York and Philadelphia, had populations in excess of 25,000.

When our 18th census was taken in 1960 we had become a nation seventy percent urban, distributed in over six thousand urban places. We have become a nation sixty-three percent metropolitan. That is, sixty-three percent of our people lived in central cities of 50,000 or more and in the counties in which they were located. And present trends may be expected to continue. By the end of this century we may well be a nation over eighty-five percent urban; perhaps over seventy-five percent metropolitan. That is the population implosion.

I want to focus on an aspect of urbanization that is very important for understanding the problems that afflict contemporary America and specifically urban America. It was not until as recently as 1920 that this nation became an urban nation in the sense that more than half of our people lived in cities. The 1920 census reported that fifty-one percent of the American people were urban residents. Now mark you this, it will not be until after our next census is taken in 1970 that this nation will have completed her first half century as an urban nation. And this is a remarkably short period of time in the life of a nation. In fact there are many of us in this room that hope it's a short part of one lifetime.

Now let us turn to population diversification. As you know almost everybody in these United States has come from some place else. The white man, the European, and the Negro got here in appreciable numbers during the 17th century. Foreign immigrants have exceeded 44 million since the government first began to count them in 1820. We are without question the most polyglot nation of our size in the history of man. We are still trying to learn how to live with population diversification.

Now my basic thesis is this. Man is the only culture building animal on the face of the earth. He not only adapts to environment, he creates environment to which to adapt. In the course of his activities, man has himself become an important part of his environment–his numbers, his density, his diversification. Man is still trying to learn how to live in this new world which he has created. In fact, what follows is this thought: that virtually all of our contemporary problems on the international as well as the domestic scene, and certainly the problems that afflict contemporary America in our urban and metropolitan areas may be better comprehended as frictions in the transition still taking place from an agrarian society to an urban and a metropolitan order. This is true whether you're concerned with physical problems, problems of air and water polution, traffic congestion, housing, urban renewal, and the like.

This perspective helps better to comprehend problems of personal and social pathology–juvenile delinquency, crime, drug addiction, alcoholism, the phenomena of the hippies, and the activists. These are all frictions in the same adjustment. The frictions in inter-group relations, which come to such tragic proportions over the past week (the assassination of Dr. Martin Luther King, Jr., and its aftermath) is similarly to be understood as a friction in the transition still under way–man trying to learn how to live in the world he has created. And I'll suspect most of us would agree, with remarkedly little success up to this point.

With our changing society we have changes of different tempos in different sectors. Technological change, as I have indicated, is generally preceded by social change. The net effect is that our society is afflicted with many examples of what one of my Professors, William F. Ogburn, referred to as "cultural lags." Many aspects of our society certainly haven't caught up with other phases which have been transformed more rapidly.

I'd like to start with some considerations of cultural lag in respect to our system of governance and our ideologies. I'd like to start there because the inability of our system of governance to keep up with the world we have transformed tends to exacerbate all the other problems. And it also helps account for the paralysis with which our chaotic society is able to deal with our acute problems.

Let me give you some examples. One, on the ideological front is the tenet, which I dare say most Americans hold, and which I dare say most of you hold; "that government is best which governs least." Why not in the society of 1790 when ninety-five percent of all our people lived on farms or small communities servicing the farms. What was there for government to do?

I want you to visualize, however, the society now in the last third of the twentieth century in the United States of America without many of the government functions which some of our people still complain about. Visualize a society without a social security system, without a welfare system, without a Pure Food and Drug Administration.

As a young man I read Upton Sinclair's *The Jungle* which had reference to the stockyards right here in Chicago. And I want to tell you that for about five years I just couldn't eat any sausage. And I want to tell you, too, that Ralph Nader has just about done it to me all over again.

Consider still another tenet that each man is pursuing his own interest as if guided by an invisible hand acts in the interest of the body politic. Why not in a society where ninety-five percent of everybody lived in rural areas? If you cared for your own family, through your own efforts on your own farm, you were doing all that was required for the body politic.

But I submit to you that this tenet is as absurd and outmoded as trying to drive a horse and buggy down an expressway in contemporary America. Each man pursuing his own interests does not automatically act in the interest of everybody else. Why just consider what happened over the last year or two in respect to the manufacture of automobiles. Were they being manufactured with the best interest of the American people in mind or in an effort to maximize sales? The sales objective is not necessarily consistent with the best interest of the American people. We kill over 50,000 Americans every year with this lethal weapon and we're just beginning to worry about constructing it in a manner that is not inimical to the welfare of the American people.

Not to mention the bucket shops, not to mention the butchers with heavy thumbs, and so on down the line. Each man pursuing his own interests in a metropolitan order, automatically acts in the interest of everybody else? This is sheer nonsense—in metropolitan America today.

Let me get at another evidence of cultural lag. The average American thinks that taxes are something the government takes away from him. And the ideal situation is one in which taxes are minimized. You don't feel that way about it when you buy a new hat or a new suit. You're paying for services and goods received. The fact is that in the metropolitan order the collective life itself has generated new needs which the market economy cannot begin to fulfill and for which essential government services are required.

I think we see a good example of the damage this particular outmoded ideology can wreak on our society in the present situation in the Congress of the United States where a small town banker from Arkansas, who doesn't begin to comprehend the complexity of twentieth century America, has his dead hand on the fiscal policy of the United States. Every person in this country is paying for it through the nose—with inflation. The question Wilbur Mills should be asking is not how to cut expenditures but what are the essential services required by the American people.

In fact, while I'm on that point let me call your attention to another evidence of cultural lag. The South is by any criteria the most underdeveloped part of the United States. This coupled with the single party system in the South and the seniority system in committee assignments in the Congress, has given disproportionate power to representatives of the most underdeveloped part of this country in the passage of all national legislation. The South disproportionately controls the Committees both in the Senate and the House. It's a fantastic thing that America in the third part of the twentieth century is having essential legislation blocked by 19th century minds who have yet to be dragged into the twentieth century.

Another evidence of lag on the governmental front is found in the fact that we pride ourselves on being a democracy, which means the rule of the majority. Yet we tolerate this obnoxious practice called the filibuster which permits the tyranny of a minority and which has tied the United States into knots at many critical stages in the legislative process.

I'd like to submit a radical idea to you. (By now you've gathered I'm not running for office or trying to make friends and influence people.) It is my considered opinion that one of my own Senators, Senator Dirksen, is more responsible for Newark and Detroit last year than H. Rap Brown or Stokely Carmichael. Because Senator Dirksen, and what he symbolizes, including the use of the filibuster, defied the will of the majority in the Senate and in the House in the eighty-ninth Congress, and then prevented the passage of the National Open Housing Legislation. That did more to exacerbate the frustration, alienation, and desperation in America's ghettos than anything H. Rap Brown and Stokely Carmichael could do if they talked until they were figuratively, as well as literally, black in the face.

Or to make another point, the House of Representatives in the nintieth Congress, conceived in racial strife and elected with white backlash reaction, was a Marie Antoniette Congress—let them have rats. It's a congress which has just eliminated, although it's now being reconsidered, funds for summer jobs for the tremendously high proportion of unemployed in America's ghettos. This is a House that is dominated (read the Congressional Quarterly and see the record of the votes) by a coalition of nineteenth century minds and twentieth century bigots.

This is the machinery with which we're turning to the resolution of contemporary twentieth century problems. In fact, my thesis here with respect to government can be bluntly stated, and that is, that we are attempting to deal with our twentieth century problems with outmoded nineteenth century ideologies and outmoded nineteenth century institutions and with the dead hand of the past. It is no wonder to me, therefore, that we are in a chaotic period.

Let me give you one more example of cultural lag on the governmental front. In the United States of America today, local governments are structured after eighteenth century government in England. The founding fathers could not, nor could they have been expected to, anticipate the emergence of metropolitan areas. These areas not only ignore township lines, municipal lines, and county lines, but, also, state lines. They have produced a fragmented governmental structure within single demographic, economic, geographic units as a result of which, at the local level, governments are paralyzed and unable to deal with problems which are metropolitan-wide in scope. In fact, this situation is further aggravated with respect to what has happened to state government. The rapidity of the transformation which has occurred in our society from an agrarian to a metropolitan order has left state governments almost hopelessly behind. There are those who feel, and I would say in their naivete and lack of the knowledge of what has happened historically, that the federal government has usurped the powers of the states when nothing could be farther from the truth. The federal government is in such activities as housing, urban renewal, expressways and highways, civil rights, mass transit and now education not because it usurped state's rights, but because state governments have committed suicide. Why? Well let me document this assertion.

In 1960, the date of our most recent census, there were thirty-nine states in the union in which the urban population constituted a majority. But there was not a single state in the Union in which the urban population controlled the state legislature! It is fashionable to talk about civil disobedience these days and to be astonished by its magnitude. But I want to tell you, in my judgement, there has never been as injurious a form of civil disobedience in the United States as the civil disobedience of the state legislatures and the House of Representatives in the Congress of the United States who deliberately, for the first sixty years of this century, refused to follow the mandates of either the Constitution of the United States or the state consitutions to effect reapportionment. These malapportioned state legislatures, controlled by representatives of a dwindling rural population, by callously ignoring urban needs, forced our cities to run to the federal government for the resolution of their problems. And this process is still under way. In fact it's gone so far that in my judgement it doesn't matter much what state governments do any more. Our critical problems in the cities are going to be resolved by the federal government. And it's an ironic thing that those who have screamed "states' rights" the loudest have without question done more than anyone else to accelerate the concentration of power in the federal government.

I'm not necessarily advocating increased federal powers, I'm simply trying to indicate what has happened and why. Because as a taxpayer in Illinois I'm aware of the fact that when my dollar goes to Washington and then comes back to Chicago, there probably has been some commission taken en route. In fact, many of our suburbanites live in what I think are hashish dreams. They think they've evaded the urban problem, but their dollars go to Washington and then back to the cities. They have escaped nothing except the opportunity to participate in the solution of problems on the local front. These are among the evidences of cultural lag in our system of governance.

Let me turn more directly now to what is called "The Urban Problem" in the United States. When we talk about The Urban Problem we're talking about the Negro revolt, or call it Negro riots, if you please. What you call it is a pretty good projective test of what you understand about it.

I'd like to provide some perspectives on this particular phenomenon. Let me start out with some numbers, because numbers make it difficult for you to argue with me. When our first census was taken there were only about 800,000 Afro-Americans in this nation; somewhat fewer than there were in the city of Chicago when the 1960 census was taken. But they made up twenty percent of the total population; one-fifth. They remained one-fifth until about 1820 and then, under the comprises of the constitution, the slave traffic stopped while white immigration accelerated; and by 1930 the proportion of Afro-Americans left in this country had dwindled to less than ten percent. Since 1930 blacks have held their own or grew more rapidly than the white population. Negro Americans are back up to twelve percent of the total, and may well be fourteen or fifteen percent by the end of this century.

Let us turn to second set of facts. When our first census was taken, something like perhaps ninety-three to ninety-four percent of all blacks lived in the South, south of the Mason Dixon Line. Next consider the last census taken before the Civil War, and for those of you from the South that was "the War between the States." By the way, I should update that expression, because in speaking to the Virginia Polytechnic Institute not too long ago, I called their attention to the fact that it was "the War between the States." One of the students interrupted to say, "That's not what we call it anymore." When I asked what they did call it, he said "That's now 'the War of Northern Aggression'." Now I want to change your textbooks accordingly. In 1860, the concentration of Negroes in the South was down to ninety-one percent. When the census before World War I was taken, in 1910, the concentration of blacks in the South was at about eighty-nine percent.

The first large internal migratory movements of blacks in this nation occurred during World War I and for readily understandable reasons. Manpower was the bottleneck in war production when we served as the arsenal for the allied powers. Job opportunity brought the Negro to the North. As a matter of fact, there are other factors I don't have time to go into in detail. King Cotton was abdicating, industrialization began to get under way in the South, etc. The internal migration of the Negro out of the South rapidly accelerated again during World War II and for the first time included appreciable streams to the West Coast. By 1960, forty percent of all our blacks were in the North, including the West. At the present time, it is estimated that it is probably closer to forty-six percent. By the time of our next census it is possible that we may have a 50-50 split between the North and the South in the distribution of the Negro.

I'm going to get to still another set of facts that are highly relevant. In fact, I don't think there's anything that you might know that would better account for the chaos on the inter-racial front today than the two numbers I'm going to give you next.

In 1910 before this internal migratory movement begain, seventy-three percent of all our Afro-Americans lived in rural places, on farms or places having fewer than 2,500 people. And in fifty years, by 1960, in less than one lifetime, the Afro-American community has been transformed from seventy-three percent rural to seventy-three percent urban. And blacks today are more highly urbanized than the whites in the United States.

Now I might ask this question. How well prepared was the black population for this transformation? Some indexes which should have special significance to this audience are the facts that as recently as 1960, seventy-eight percent of all Afro-American adults, 25 years of age and over, had not completed high school; and twenty-three percent of all Afro-American adults were functionally illiterate–had not completed fifth grade. They had not gotten to a point where they could readily read a newspaper. This was their preparation for the transformation; this was their share of the American way of life.

Now I'd like to dwell on this. And I'd like to dwell on this by calling your attention to the fact that there are among other things, organizations in this nation called SPONGE (Societies for the Prevention of the Negro Getting Everything.) These are made up largely of second and third generation foreign immigrants, together with what is left of the first generation immigrants, whose essential posture is this. "We lived in the slums; we had to work our way up and out; why can't they do it without all this special legislation, without all this turmoil? Why can't they behave themselves and act the way everybody else does?"

Well, I'd like to attempt to answer this question, necessarily superficially with the time limits imposed. But I can provide enough information to give you some insights that are essential. They are certainly essential in consideration of the next steps.

The first point is that our recent immigrants including immigrants mostly from Southern and Eastern Europe, the Poles, the Bohemians, the Italians, the Jews, the Greeks, etc., often came here even without the language and with little education or special skills, often with nothing but a strong back. Then, what is essential, and what the benighted members of SPONGE don't understand, is that when these immigrants came to America we were still building our railroads. We were still building our roads. We were still building our factory plants. We were still building our urban structures. And with a strong back you could make a living.

Afro-Americans have come to the mainstream of American life into a much more technologically advanced society where with nothing but a strong back you can't even make a living. Our benighted immigrant Americans complain that they won't work and that's why they're on relief. But where else would you expect to find them with their lack of preparation for participation in the American economy and their exclusion from American society?

Let me mention at least two other significant differences in the problems of our Afro-Americans and our European white immigrants. You know that when the European white immigrants first came they were also highly visible. The Irishman had his brogue, the Jew had his long

untrimmed beard which became almost a barometer of acculturation. First it got trimmed and then it got shorter and shorter until it finaly disappeared. By the second and third generation our white foreign immigrants lost their visibility and were able to disappear into white society. In consequence, even if within the white society there were still people with twisted images and distorted stereotypes of the foreigner, they couldn't be evoked because they couldn't see them.

In contrast, the Afro-American remains visible in the second and third generation. The Afro-American is just beginning to produce an urban and metropolitan second and third generation. A white society still afflicted with doctrines of racism, still afflicted with twisted images and distorted stereotypes of the pre-urban Negro, still evokes these prejudicial images in response to color which is still visible.

Let me mention another point essential to those of us in the field of education. I give a talk which I've developed on education in the United States, the title of which is "The Collapse of Education in the United States." It is my thesis, and I think I've documented it pretty well, that the educational establishment shows advanced signs of rigor mortis. I'm talking particularly about primary and secondary school education, but far be it from me to exempt those of us in higher education. I know better. I invariably have some irate school teachers come and shake their fists at my nose and say "Professor Hauser, if you spent fifteen minutes in a classroom with these children you would know that they are not interested in education, and that their parents are not interested in education." And I might say what I generally tell these folks and this will make it unnecessary for some of you, perhaps, to come up. I say, "My dear girl, if you want to do your best for God and country, resign from that school just as soon as you leave this auditorium because the one thing that's clear is that with the attitude you possess you cannot possibly teach these children anything."

Now let me turn to the problem of incentive and motivation. The Negro is often accused of not having enough incentive and motivation. This is in large measure true. Why? Well now, the foreign immigrant groups came here with cultures intact. They came here self-selected–the more aggressive part of the communities from which they came. Their intact cultures contained incentive and motivation.

For example, what was it the Pole did when he first got here? Or the Bohemian? He bought a piece of land and as soon as possible put at least a two-flat on it so he could live in one and collect rents from the other. This is why the savings and loan associations had their great development. Why? Well, because in the cultures from which they came, the big shot was the landowner who could collect rents.

When the Jews first came here, what was the first thing they did? They went to school. They insisted their kids go to school. Remember that cartoon in the New Yorker of the Jewish mother waving her finger at her son saying "a 'B' is not good enough for a Cohen." The incentive for education in that culture can be traced back for millenia.

Now let me turn to the problem of incentive and motivation of the Afro-Americans. We destroyed the African culture. Where was the Afro-American to get incentive and motivation in our society? I might make my point if I asked why is it that you women in the audience have not contributed generals and admirals in the history of the United States. Is it because you are less patriotic than males? It's because we acquire our incentives, our motivations, our goals, our aims in the process of socialization, the process by which the puking, helpless biological specimen we call an infant becomes transformed into a human being, or a member of society. And you women don't become generals and admirals because these are not goals defined in the process of socialization in our culture as appropriate occupations for women. I'm going to have to change this particular example because the President, a few months ago, signed into law temporary ranks of admirals and generals for our females in the military. But I think the example still makes the point.

Where was the Afro-American to get his incentive and motivation? It is one of the essential tasks of education to instill incentive and motivation into these people who have been systematically excluded from our society and our economy.

Now this is background. Why the rebellion? Well, there's no mystery about that. In summary let me put it this way. The Afro-American has been in this nation for three and a half centuries. He spent two and a half centuries in slavery, he spent a half century in the rural slum South, as an isolated, segregated, subcultural group with the unfulfilled promises of the Emancipation Proclamation. He has spent the last half century in the slums and ghettoes of metropolitan America, both North and South. That's point number one.

Now point number two. Under the remarkable leadership that we've had in Washington on the Civil Rights front over the past few years, new vistas of opportunity have been opened up to Afro-Americans. In fact, these have simply tended to accentuate and reinforce vistas of opportunity that, since World War II, have swept the entire world. Adlai Stevenson used the felicitous phrase "the revolution of rising expectations" to indicate that in the post-World War II era there were no peoples left on the face of this earth who were willing to settle for second place in levels of living or who would do without independence if they had not yet acquired it. Now that revolution of rising expectations did not bysweep Afro-Americans. And with the additional vistas opened by civil rights legislation, expectations rose.

Now what's happening over these past few years? Well the Negro finds himself still living in rat-infested slums, almost condoned by a Congress of the United States. He has unemployment rates, which if experienced by the white population would give this nation a more severe depression than it experienced in the 1930s. His children go to schools that do not provide them with the basic skills, the saleable skills, or the citizenship skills that prepare them to assume the obligations and responsibilities as well as the rights of American citizenship. The gap between expectation and reality has greatly increased and so has frustration, alienation and bitterness leading to violence. There should be no mystery about this. We have in our Afro-Americans perhaps a record of the most patient people under trying conditions in the history of man. And that there should be trouble at the moment should surprise nobody who has any knowledge about what has transpired.

Now let me say this, once you have violence, if society is to be viable it has no alternative to the mustering of superior and overwhelming force to restore order. This is true whether the violence occurs on a national level, a city level or at a university. Without restoration of order you have anarchy and you cannot maintain a viable society. I think the American people recognize this. The Congress recognized this when it reserved its greatest applause, in hearing the State of the Union message of the President, for the reference he made to the need for law and order.

Let me suggest this to you, my friends, to say we must have law and order is to have an incomplete sentence. What we must have are law, order, and justice. Until we have law, order, and justice, law and order alone are not going to resolve the problem. After the restoration of order, we must come to grips with the causes of the disorder. We must produce justice or else we will be generating a repressive society. We will be making ourselves over in the image of the Union of South Africa, into an apartheid society.

In fact, in this situation let me make this observation. I'm convinced that the United States of America is going greatly to increase expenditures for urban problems including the problems of our Afro-Americans. There's no question about that and that the increase will perhaps be on the order of magnitude of that necessary to implement the Kerner report–perhaps thirty to thirty-two billions of dollars a year will be spent. The expenditures will increase.

The only question before the American people is whether these increased expenditures will be for investment in human resources–education, jobs, and housing that will prepare our Afro-Americans, and may I say other minority groups for participation in our society. There are more poor whites than there are poor blacks, but the proportion of blacks that are poor is much greater (forty percent compared to about eleven percent). But there are more poor whites than there are poor blacks in this nation. In fact, may I add this thought, in my judgment the Appalachian whites, the hillbillies are much worse off than our blacks. They haven't even discovered they've got a problem yet.

We have only these alternatives for the inevitably increased expenditures: first, investment in human resources to produce human beings that can stand on their own feet; second, increased investment in security expenditures for the police, the national guard, and the Army and for concentration camps; third, expenditures for rebuilding ever larger proportions of the American urban plant that will be burned down in accordance with seasonal fluctuations in violence. What I'm saying is that the money will be spent. There's no doubt in my mind about that. The only choice we have is in which one of the above three channels. And I think the sooner the American people recognize that, the sooner we will solve the problem.

In fact, if I were going to make predictions on what lies ahead, I would say we will probably proceed on the domestic front in the same way we proceeded in World War II on the international front. We first destroyed Germany and Japan, and then we put them together again. The question is whether the American people have enough intelligence and enough prescience to short cut this sequence and solve the problems of the Negro community before it is utterly destroyed.

Now there are many problems that afflict urban America. But I think the example I've drawn upon perhaps illustrates best the essential problems which confront us. I'd like to close with considering just one other problem, the fundamental element in investment in human resources. We pride ourselves upon being a democracy with equality of opportunity. These are words readily used in text books and speeches. They're a sham, in my judgment.

The two greatest contributions this nation has made to the story of man consist of nothing of a material character—not our remarkable level of living, not our contributions to science, nuclear energy, space exploration and the like. The two most important contributions that we have made to the story of man are first, the unparalleled example we have set for the whole world of a society able to create unity out of diversity—a diversity of ethnic stocks. The second is the example we have set of an open society, a society characterized by great vertical and horizontal social mobility. I've got to qualify my statement immediately by saying it's obvious that these achievements have been limited to white-skinned Americans. We've got a basic struggle under way now as to whether or not it's to become true for the black-skinned Americans.

Without question, the major instrumentality in the achievement of both of these things has been education—free public school education which this nation has had since 1820. Education was the key. This is what has transformed foreigners and greenhorns into Americans. This is what produced great social mobility—a mobility in which presumably each person could rise to whatever level (social, economic, and political) that his own capacities permitted.

What about education today? Education has contributed greatly to these things in the past. But I submit to you that education today is contributing to the creation of a caste society—a society stratified by economic status and by race. I can document this in a hurry with a neologism for which I crave your indulgence.

My invention is the new concept, "the preconception IQ," the IQ of the child before it's conceived. Now the child with a very high preconception IQ bright enough to select white-skinned parents, who live in a suburb, by that astute decision has guaranteed unto himself an input for public school education two to ten times the input of the child with a miserably low preconception IQ, stupid enough to select black-skinned parents who live in the city ghetto. And to complete my continuum, the child with an intermediate preconception IQ, bright enough to select white-skinned parents, but too stupid to select them living in the suburbs, gets an intermediate education. All this in a society which talks equality of opportunity, in a society in which education is the basic key for participation either in the economy or in the society.

There's just so much you can do within the compass of one hour. I'll close now with an antecdote that may be the only thing with which some of you may be prepared to agree. I'm reminded of the chap who after finishing a talk had a little old lady come up and say, "Sir, that was the best talk I ever heard; it was utterly superfluous." To which the speaker replied "Well, in that case, Madam, I'll see that it's published posthumously." To which the dear little old lady said, "Oh, please do, and make it quick."

THE URBAN UNION: PROGRAMMING AT A DISADVANTAGE?
WHAT IS AN URBAN UNION?

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What constitutes an urban union? Is it the size of the community? The size of the school? Or the relative differential between the two? My definition is that an urban union is a union located on a university campus surrounded by a community that has more extensive facilities for cultural, recreational, and educational programs than the university can provide. In other words, instead of the community depending upon the university for facilities and activities, the university has the opportunity to make use of the facilities and activities of the community. Therefore, the question really is: what is the point in having an activities program at a university where the facilities and programs available in the local community are more adequate than those on the campus?

The question of urban union programming is important to those in urban unions now and to a great many more who soon will be a part of the urban community. Within the next twenty-five years the number of urban universities will increase faster than any other segment of higher education for the following reasons:

1. With the national concern about the problems facing the urban community, government will, and is now, interested in expanding educational facilities in this area.
2. Colleges and universities that are now located on the fringe of the urban communities will soon become engulfed by the population expansion.

In these twenty-five years the population of the United States is expected to double. This will mean that cities like New York and Chicago will be twice as large as today. If present population shifts continue, the urban community will increase faster than the general population. Cities will build up and out. The American urban university will likely change as much as the urban community. Possibly there will be a complete revamping of the system. Volumes are being written about this. Everyone has his own answer; education specialists, city planners, sociologists, economists, even graduate students. More significantly each of us can see changes that are occurring within our own experience—such things as the development in recent years of the Multiversity and Megaversity, and the recent pressure by state legislators to establish or expand branches of the state university within the urban community. Chicago is a good example of this expansion. Schools that for years limped along in makeshift quarters are now universities and have or are about to have new campuses built. The expansion of the junior college and community college is well established.

Higher education is now caught in a dilemma of providing more educational opportunity to more students with limited faculty and facilities and, because of a greater accumulation of knowledge, with less time to cover a subject. Robert Hubbell in a recent article in *College and University Business,* outlined some of the reasons students are crying for help. In part he feels it is because the student does not have the chance to develop breadth. He is pushed into one end of a tube and can't get out until he graduates. This situation intensifies his need for individual self-expression outside of the class room.

In the year 2000 the Committee of Economic Development predicts that the U.S. population will be 300 million people. The work day will be 7.5 hours a day, four days a week, and there will only be 39 working weeks per year. This forecasts an expansion of opportunity for education by the increase in leisure time. The prospects look grim when one thinks of meeting this educational demand. Urban colleges and universities will more than likely be open 24 hours a day, 7 days a week, 365 days a year. And, like now, still no room to park!

At previous ACU Conferences when urban union programs were discussed, everyone talked about the commuting student. Any campus with commuting students will have problems that relate to that group. "The Double Life of the Commuting Student," *Mental Hygiene,* January 1966, by Herman P. Schuchman provides insight here. He illustrates why "the student going off to college is like someone carrying a pot of boiling water across a rickety bridge in a windstorm," and why the commuter can't find the bridge. However, the urban university is not in sole possession of the commuter. When I think of commuting campuses I think of a junior college in Chillicothe, Missouri, as well as U of I Circle Campus here in Chicago. Both have 100% commuters. One is urban and the other is not.

The urban unions do have a number of common problems related to their locations.

1. Recognition and support of university programs by the community is difficult to obtain. The university is not the hub around which the community revolves. Negative events are noticed first; positive last. A reception for a visiting ambassador goes unnoticed, while three television crews and ten news reporters will be on hand to report the story of twenty students protesting the price of hamburgers. When pickets at Boston University recently caused cancellation of a $500,000 gift to the school, I read about it on the front page of a Chicago newspaper. I had not seen any notice about the original gift.
2. The faculty and staff are usually dispersed throughout the entire urban community and cannot be counted on to provide the core of support found on other campuses. On our campus, most faculty spend two to three hours each day commuting. They are involved in community projects and activities far removed from campus; bringing them back for a weekend event takes real effort.
3. There is no lack of things to occupy the students' out-of-class time in the urban university. Very few students support programs because "there is nothing else to do." Program quality is important because of the availability of commercial and community activities.

With all of the facilities and activities available off campus, should an urban university support an activities program?

There are many critics of the college union that endorse the idea that there is no need to have an activities program on campus. This past year the movie operators of Illinois attempted to ban movie programs from state campuses by legislation. They succeeded in limiting the program. A. T. Brugger of the University of California contends in an article to *The Journal of Higher Education* that ". . .duplication exists on other levels: art exhibits, concerts, lectures, which do not complement, but rather compete with, community events. (The union program) lacks at least one cardinal measure of democracy: the responsibility of the individual for the consequences of his actions." In short he says that we have become so "professional" that we have taken away any learning experience the student could have gained. He is probably right. Other than putting a few union directors out of work, what would be the result of closing all the urban unions?

- About half of the faculty and staff would have to find some other place to eat. (The other half are going off campus to eat now.)
- The commuters would have to eat in their cars.
- The students would have to study in the library instead of the union.
- There wouldn't be any place to bowl or play pool between classes. Most of the faculty would agree that this would be a good idea—as long as their own game is not affected.
- The protestors would have to picket outside, which would not make most administrators unhappy.

If the purpose of the union is to provide facilities, it is obvious that the loss would not be too great.

The charge of becoming too professional is possibly more serious. Are we professional union people or professional event producers? If our purpose is to put on events, then it is obvious that we must put on the best event possible and the involvement of students is secondary. If this is our approach we should be replaced by a specialist in the field.

Today many are using such specialists. Some use the services of professional show producers for popular concert attractions. They can do a real job and "take all the worries out of the event" (according to the brochures). The same service can be obtained for movies, art shows, dances, coffee hours, and classical artist programs.

The use of specialists allow the university to keep the building open and fire the staff (except custodians). There is really nothing radical about this approach. Universities around the country contract agencies for the operation of their food service, book store, and the dormitories. There was even a recent proposal that an agency should be set up to supply, on short term basis, the dean of the college. So why not contract for the social and recreational events of the campus? If well-run events are wanted this could be the answer. On top of that, think of all the time saved in not having to attend all of those committee meetings. And money? If you ever totaled the cost of the meals and coffee used to involve the committee in the event, it would be obvious an outside contractor would be cheap.

What purpose does the activity program have on any campus? The only justification for an activity program on any campus, urban, rural, foreign, or Slobbovian, is the opportunity that producing the program provides to the students of that campus. This is the opportunity for individual personal development, the opportunity for the student to gain experience in organization, communications, and motivation. This is the opportunity to receive recognition from his peer group and from the university, to taste defeat or accomplishment, depending upon the efforts expended. This should be the point of any activities program. The "hang up" professionals face is that many times they have not communicated to the rest of the campus the purpose of the program. Don Spiegel, in a talk to the New York Association of Deans and Guidance Counselors, stated that, "if we are to help the student to maintain and develop his identity through student activities we must allow him to succeed or fail in these activities in which he has the freedom to succeed or fail, and in those that must succeed in spite of him at least be honest with the student by telling him so, or better still, possibly do them ourselves."

There are advantages to putting on a program in an urban setting. The resources are unlimited. Knowing where to tap these resources becomes one of the functions of the urban program advisor. Art shows, special equipment or 15,000 chairs next week; four matched tea sets, a basketball court for the ballroom? When is it needed? What about inviting someone from the personnel department of one of the local companies for that leadership workshop? Is there a group on campus interested in dancing; polo, or sail boating or community projects like tutoring, Headstart or others? Very few things fall in the category of the impossible in an urban setting. The experience the students gain in making contacts, making arrangements and participating within the urban community can be as stimulating and rewarding as any Homecoming or Dad's Day.

My conclusion is that the urban campus provides its students the best opportunity to have an honest educational experience in campus activities, because the community is not dependent upon the program. The program is conducted in an atmosphere of unlimited resources and can be justified only for what it does for the participant. Programming on the urban campus a disadvantage? No, it's a challenge.

THE ADVANTAGES OF AN URBAN UNION

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The union is part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

There is evidence that union leaders (officers and committee chairmen) are educated through experiences in the "laboratory of citizenship." Anne Minahan, in a graduate thesis study at the University of Wisconsin which was published by the Association of College Unions in 1957 ("The College Union and Preparation for Citizenship"), found:

1. Former Wisconsin Union "leaders" were more active politically and in their communities, than a cross-section of graduates without union experience.
2. "Many more union graduates than non-union graduates say they have benefitted from their college activities and they identify the union as the activity that made the most important contribution to the civic and community interests. . . ."

The Minahan study proves that union activity can contribute to the goal of "education for citizenship." We can deduce from the positive findings of one university the probability of similar results in other universities with comparable activity programs, although that should be tested as recommended in the study.

However, the study does not allow complacency. We do not know how effective the graduates are as citizens. We do not know the effect of union activities on union members other than those in leadership positions. We do not know the effect of union activities upon the activity participants. We do know that very few graduates (from Wisconsin University), union and non-union, participate in organizations concerned with international relations (less than 10 percent in either group) on inter-racial relations (less than 4 percent in either group). Therefore, we do know we must do more to educate more students for more effective citizenship in a democracy suffering from social and community ills that are unattended by the majority of our citizens, including the college graduate.

A great number of the social and political concerns demanding the attention of today's and tomorrow's citizens have the city as the locus.

The major unfinished business of this nation is to make good the promises of American democracy to all citizens--to build a nation where there is no racism creating barriers to a shared and equal participation in all aspects of the national life and where there is equal opportunity for all to share in the benefits of that life. The basic conclusion of the National Advisory Commission on Civil Disorders testifies to the magnitude of this task. "Our nation is moving toward two societies, one black, one white--separate and unequal." In 1960, seventy percent of the United States population was urban. Seventy-three percent of black Americans lived in the cities. In the preceeding decade the rate of growth of central cities (11 percent) was below total national growth, and much lower than suburban growth (50 percent). These figures chart the movement of affluent and white Americans to the suburbs and poor Americans, Aftro-Americans, Spanish-Americans, and Indian-Americans into the central cities. Between 1960 and 1970, ten million rural people, most of them poor, underprivileged and undereducated, are expected to move into the cities. By 1985, the Negro population in central cities is expected to increase by 72 percent.

Poverty is a related second item for national concern. While United States is considered to be synonomous with affluence? Appalachia, Mississippi Delta, Indian reservations, migrant worker camps, AND urban ghettos are synonomous with poverty. More than six hundred thousand people in New York City alone are now receiving welfare. Six out of ten non-white children will have been supported by the Aid to Dependent Families program by the time they reach the age of eighteen.

The social costs and consequences of crime is another problem centered in cities.

Pollution profoundly affects urban living. There are warnings that in some urban areas it may make living impossible.

Cities and the dynamic of cities is an enigma to most of us. James M. Gavin and Arthur Hadley in the February 24, 1968, edition of *Saturday Review* ("The Crisis of the Cities! The Battle We Can Win") put the problem in these terms. "When we alter our urban environment, we are not changing a system that has been stable for a great period of time. We are changing an extension of ourselves that is in the process of . . . rapid complex growth, and about which we have a limited understanding. . . . Each action we take alters the total system in ways we do not understand. . . ."

The point I am trying to make is that next door to the urban union, the "laboratory of citizenship," the great national problems, great urban problems, present themselves.

Urban unions, in educating for citizenship, can ignore these problems that are about them (and sometimes within them); can act as an observatory to the urban galaxy and its problems; or can define the laboratory limits, not by the walls of a building or the gates of a campus, but by the points to which activities involving students in community problems reach. (A combination of the two latter alternatives may be possible.)

Given the alternative relationships open to urban unions vis-a-vis city problems, which contributes the most to education for citizenship?

At this point perhaps I should enunciate what I mean by citizenship. "The quality of an individual's response to membership in a community" is a definition given in *Websters New Collegiate Dictionary*. The responses to membership in a democratic community which I would find desirable, qualitatively, are:

1. Concern with social and political issues.
2. Knowledge of what are issues and what issues are.
3. Fair judgement of public affairs. (Pericles paraphrased.)
4. Community activism, i.e. public service, which the Greeks equated with citizenship.

Given these attributes of citizenship and given the alternative relationships open to an urban union vis-a-vis problems, which contributes the most to education for citizenship?

I doubt that the first alternative--ignore urban problems--is really open to us today. Urban problems are inescapably evident. Whether our union is urban or non-urban, forum programs, discussion programs, seminars, films, coffee shop bull sessions will almost certainly at some point deal with urban problems.

They ought to. We ought to encourage them to.

With encouragement and program design, the union, urban and non-urban, can be a social and political observatory. Program committees whose purposes are to stimulate concern with social and political issues can be established. Program advisors can be charges with the responsibility of encouraging programs dealing with social and political issues.

Several advantages accrue to urban unions, because of the location, in this type of programming. Issues dealt with are more immediately relevant. They can be studied microcosmically. Program resources are readily available. People involved in the issues of that city may be invited to speak, to debate, to join a panel, to be a part of a seminar series, to breakfast, lunch, snack or dine with members of the college community. Many members of the college community may be involved in the urban community issues. Members of the college community, because of involvement in related study or community service, AND community leaders, elected and non-elected, can be contacted for advice on programs. Observatory programming can include community contact--out in the community. Seminar sessions or workshop sessions dealing with community issues might be conducted "downtown" or in neighborhood centers. The sessions might be designed for dialogue with citizens of the urban community.

The urban union that draws open its draperies and provides a university window from which to view the community around it is probably helping to educate students for citizenship. The goals of the programs, the effectiveness of which need testing, out to be: to habituate students to a concern with social and political issues; to help develop within the students knowledge and wisdom to deal with the issues.

The urban union that does only that is not providing all the education for citizenship of which it is capable; it is not taking full advantage of its location; it is not doing a good enough job.

Student involvement in social issues through community service is a program especially available to urban universities. Urban unions have the opportunity to educate for citizenship by offering students the opportunity to be both student and citizen, i.e. community activist.

> "Increasingly, today's university students want to do something with their education, and they want to do it while they are in college. Their education gives them some intellectual understanding of society's problems, but little of the involvement that constitutes real awareness." (From a paper by Frederick Richman, New York University, presented at Students and Society Conference, Center for the Study of Democratic Institutions, in 1967.)

We cannot stimulate concern for social issues and not provide an opportunity to translate the concern into action. Our students will not, and ought not, let us do a half-job. We may pride ourselves in holding that the unexamined life is not worth living, but our students will tell us that we have examined the hell out of it and what is left?

The urban union must also afford the opportunity for the student-citizen to disengage from the larger community in order to be free to learn more fully from the experiences in the community. A degree of independence from "the cause" and from community group values is required if the student is to freely concern himself with social quality and social criticism. Disengagement is necessary for learning from experiences and synthesization of what is learned, and it is also necessary to permit the development of individuality in students. The student, as a developing individual citizen, must be free "to test his values against those of other individuals and groups, and to test their values against a wider social horizon and a broader social experience. A degree of detachment enables an individual to choose to commit himself to certain group values and goals instead of being drawn in unknowingly and accepting the groups ideas, values and acts uncritically." (T. R. McConnell, Professor of Higher Education, University of California, Berkeley, "The Attainment of Individuality," presented at a Series of Seminars on the Social Psychology of the Future State Urban Campus, The University of Minnesota, 1966.)

The contrasting points I am trying to make are that education for citizenship benefits from involvement. Involvement provides opportunities to test ideas, values and self; to experience; to confront problems and issues; to engage with individuals and groups of different culture backgrounds holding unique attitudes. ideas and values. Disengagement should provide opportunity for examination and critique of experiences, ideas and values; and synthesization of that which has been learned.

INVOLVEMENT FOR LEARNING

Involvement may be with programs of community service groups, neighborhood groups, governmental groups, school groups, social reform groups, community action groups, or individuals.

The programs may be pre-existing programs enhanced by the new source of volunteers. They may have been developed, but not implemented until the union program offered the volunteer resources to make it work. They may be new programs developed cooperatively by the union and university (other student groups and academic departments) and community representatives.

The programs must offer opportunity for real involvement by volunteers in urban problems on which their efforts may have impact. There should be at least a probability of positive results for the community from the programs. This is necessary if the student-citizen is to learn. To learn he must deal with real problems and have opportunity both to fail and to succeed. Probability of positive results for the community ought also to be a moral commitment to the community. The programs ought not be "learning parasites." They ought to supply the community with energy and ideas as well as draw from it learning experiences.

DISENGAGEMENT FOR LEARNING

Students, without the opportunities offered by a union program, can , at an urban university, find ways of becoming involved in the community. It is less likely that they will be able to disengage from the community if they are not involved in a program that consciously disconnects from active involvement through introduction of critical involvement. The union program can introduce the critical break in a number of ways: individual interview sessions with each volunteer, critical discussion sessions among small groups composed of volunteers, seminar with volunteers, programs presented by the volunteers in the union for the campus that require critical thought by the volunteers.

PROGRAM SUGGESTIONS

Educational Participation in Communities (EPIC), a community involvement program of California State College at Los Angeles was described in a paper presented by Dr. Robert V. Brass, Director, Student Activities, Housing and EPIC, at the Forty-Fourth Annual Conference, Association of College Unions-International, Philadelphia, Pennsylvania, 1967. (*Proceedings*, pp. 147-150.) The paper is thorough and describes a very comprehensive program that offers several models for consideration.

Concepts were borrowed from it for Projects in Community Service (PICS) at the University of Minnesota. PICS is not unique, I will describe it briefly only because I later refer to its management. Volunteers work with youth groups at one of three neighborhood centers near the university. The purpose of the youth groups vary from development of socialization ability to development of specific skills in individuals of the group.

"One-to-one programs" can provide opportunities for a volunteer to work with a child from culturally disadvantaged areas of the city to motivate his interest in learning and to expand his horizons.

Tutoral programs can provide study help for groups or individual students.

Union cultural programming may provide experience that can be utilized in the community. I am currently working on an idea for film-making by ghetto youth. The purpose would be to increase communication and socialization skills as well as to build an enhanced self-image and support the ego. Theater, music, art, crafts can all be used for similar purposes.

Community Organization Board Interns (COBI) is a program sponsored by the University of Minnesota YMCA. Its purposes are to provide experience for students and to pump new "young blood" into community boards.

"Project Leadership" was a program suggested to develop leadership skills among Negro and Indian high school students to increase potential for emergence of more minority group public and civic officials. (It has not been implemented.)

Programs to discourage dropping out of school and encouraging college attendance (including instructional help preparatory to college) can be a relevant program for students from minority groups working with younger students from the groups in the city.

These are only examples. Additional models might be suggested by the catalogue fo service projects, *Invest Yourself*, available from Commission on Youth Service Projects, 475 Riverside Drive, Room 832, New York,New York 10024. The final program must be indigenous to the peculiar factors of your city, college and union.

DEVELOPING THE PROGRAMS

Local factors will also determine how development of the program proceeds. However, it seems to me that the following people are needed to work at development of the programs; union board representatives, representatives of cooperating student groups, student activities staff members, faculty (sociology, education, social work, psychology), and community people (leaders, social workers, school officials, "non-establishment" representatives of the community). Getting the help of all of these people will not be easy, in fact getting the commitment of the union board may not be easy; but the commitment and help is necessary.

MANAGING THE PROGRAM

The programs can be managed much like those of other program areas. At Minnesota, PICS has a student director and, at each neighborhood center, a project coordinator. I plan to hire a staff member to advise and work with the students in PICS. I believe the staff member is needed if programs are to be developed by union initiative (such as the film-making project) and to accomplish the critical disengagements described.

SUMMARY

"Talent is formed in solitude, character in the stream of the world." (Goethe)

Today students want to be involved in social action. They can be involved in the important social and political problems in a city. The involvement can educate for citizenship. The education will develop better (more talented) citizens if the involvement is periodically interrupted with critical evaluation. The urban union can be the launching pad into the community and center for critical observation of it. It is advantageously located to serve the role of educating for citizenship.

ADDENDA

RESIDUAL BENEFITS

The community service programs of a union can benefit union programming. Campus programmers by association with community service volunteers may be more aware of community issues and resources which should improve programs. Volunteers may be resources or features for programs. Volunteers may also prove to be peer models that interest other union students in citizenship.

STAFF AS MODELS

Becuase union staff members are also citizens, because they are educators and because they may be a model for students; I would strongly urge union staff members to become community activists. All of the roles listed demand it–it ought to be expected of us.

THE ACT OF INVOLVEMENT

W. A. Haggstrom, Director
Gengras Campus Center
University of Hartford

Since we are all some sort of professional in this game called, *College Unions*, let us pre-suppose that we have already defined the physical location difference between an urban and a non-urban union.

Now then I would gather that we all agree that the present idea or ideas behind all programming is that they meet the on-campus needs; more specifically, the social, cultural and recreational needs of the campus community. In identifying this community we normally state that it consists of students, faculty and staff, alumni, and friends of the university - friends normally being those who reside in the immediate community. This description of community is similar both to an urban as well as a non-urban campus.

Then let us simply state a question to our students which by its very nature demands an action answer of involvement on their part with an urban union program.

Program involvement is:

(a) with what's happening
(b) within themselves
(c) within the community
(d) all of the above
(e) none of the above

Our student-oriented urban union program should be designed and carried out to inform and to bring about an awareness which hopefully will lead to positive involvement by the student with the problems and issues of today's society.

At this particular moment I am preconceiving the idea that we are programming only for those people on our campus; primarily the students, who as we all know, financially support this same program. The act of involving today's student in a continuing program can be an overwhelming one which many of us fail to comprehend, partly through our own failure to become involved and remain aware of what the issues of today's society are all about. The sad thing to realize is that many of us become trapped in the physical administration of our facilities and the program becomes stagnant in the sense that it remains the same year after year. Smoothness and efficiency of operation are, of course, extremely important concerns, but they should not be our only concerns. We can become so engrossed in how things are done, that we fail to keep our programs in tune with the changes that are taking place around us. We must remember that doing things well does not always mean that we are doing the best things. To change for the sake of change is senseless, but to change so that we can achieve an involvement on the part of our students with new ideas and concepts has to be worth something.

To secure this student involvement there must be a two-way communication between you, your program personnel and the student body. There must always be an awareness of the issues and concepts of what is actually happening in the real world beyond the main gates of your campus. Within this two-way communication your audience must always be identified. We must find out what they want and what they need. Is this type of program really feasible (financially and otherwise) and, the most important consideration, will it add to the audience's educational growth; because isn't that really what our program is about? One of the biggest challenges facing undergraduate education, says Dean John Stephens of Atlanta's Emory University, is to give students an incentive to educate themselves.

The proximity of off-campus facilities and programs to meet the social, cultural and recreational needs of our students presents a constant challenge to the urban union. These facilities and programs, although they are normally more costly to the student, are better promoted and often better run than those on campus. Perhaps the big attraction to the student is that they are off-campus. The "loco parentis" of the university may well affect the student attitude toward the union's facilities and program. Openly rebellious against the status quo, many students view the program as appendages of the establishment, designed to occupy students and keep them out of trouble.

Realistically, the concept of social programming might well be a thing of the past within a total program of the urban union.

Cultural events or straight entertainment vehicles in the urban community usually are too expensive for the average student to attend with any degree of regularity. The promoter is always more interested in the dollars income than he is in the program being presented. Hence, even with the student discount, tickets are normally too expensive if they are even available. This would seem to signify the continuation of cultural events within the urban union program. This same cultural program literally screams for community and campus cooperation and is an action area where students can become involved with the community and vice versa.

Yes, the urban community has the facilities and, at times, a more outstanding program. For the urban union program to succeed it must be geared to the student involvement interest and this interest, like the wind, it is never constant. So how do we bring our students to the point of their personal involvement in such a program? The only possible way is through a constant "sell" or promotion of the program. You have identified your audience, their desires and their needs, now the student programming board must be completely sold, because that's where the involvement either starts or quickly dies. The program must be constantly sold beyond this point to the student audience. Their involvement begins when they attend, for only by attending can they become informed and personally involved.

Let us briefly investigate this promotional sell and the methods that we must use to get students to attend any program. The basic concepts here are "new" - "newer" - "newest". . . . . .

. . . . . we are better (and will help you to be better) informed than anything else. . . .

. . . . . this is "it" and "it" is in. . . . .

. . . . . this is what's happening. . . . .

. . . . . this will make you a better person. . . . . .

"Holy Madison Avenue, Bruce!," this sounds like a mod commercial but actually we are definitely selling a product and that product is program involvement. However, let us avoid the trap mentioned by Marshall McLuhan, "The continuous pressure is to create ads more and more in the image of audience motives and desires. The product matters less as the audience participation increases."

Questions which demand positive answers concerning the program will always be asked. They will vary in their word usage but basically they will be the same.

Students will ask . . .	"WHAT"
Faculty will ask . . .	"WHY"
Administration will ask . . .	"HOW MUCH"
Alumni will ask . . .	"WHERE"
Your community will scream . . .	"HELP"

Yes, we must consider the community in this involvement (especially in the case of private institutions where that same community is needed for financial support). However, this community should not be put in the awkward position of vetoing any program. If the students have been totally sold on their involvement within themselves and within the community, there won't be any nasty telephone calls. Unfortunately, we did not mention that you also have to sell your community on what this involvement program means to them. Don't worry about it. No matter how hard you sell, somebody will always call.

This naturally is implying that the involvement program is controversial which is not totally the true picture.

An involvement with issues of today's society always contains an element of controversy. Involvement programs should show both sides of any question or issue (birth control and abortion program, both pro and con). Those who are participating must make up their own minds after knowing all of the facts. People are easily moved by emotions - both sides must have equal participation and these participators must be informed, articulate individuals who never cloud the issues with too many facts.

Because of the sophistication of the urban college student it is difficult to find authorities whom he recognizes. We occasionally refer to it as "instant fame;" Has he been on the cover of *Time* magazine within the past month?" or "Has he made a major T.V. appearance within the past week?" More important than "instant fame" to our students is "What will he do for me?" or "How can he better inform me?" As far as visiting campus celebrities are concerned, probably the most desirable program participant, if only he were available, would be Ho Chi Minh. It is disturbingly clear that anyone who rides the edges of the main political, social and cultural roads is far more likely to be considered an "expert" by your students than those who straddle the center line. I feel that we must bear in mind that while our program board members, who are actively involved, might be with "it," the general student body, because of this urban sophistication, is more interested in taking than giving.

SMALL COLLEGE UNIONS

Frances Partridge, Director
Student Center
Union College

Question: Budgets of small college unions normally do not include sufficient funds for professional personnel other than a director and, perhaps, one other staff member. How can you possible accomplish all of the work necessary to operate a union with such limited staff?

Answer: Many times we don't get it all done, especially when the professional staff must wear at different times the many hats of maid, janitor, secretary, hostess, policeman, innkeeper, program director, finance officer, public relations officer, and counselor. Perhaps I can best answer this question by listing people who help in our union.

1. *Work study and workship students*. If the allocation for federal assistance to work-study students were eliminated, many small college unions would suffer drastically.
2. *Programming Board Committees* - Since a union is to serve as a laboratory to train students in leadership, social responsibility and citizenship, committees such as house, special activities and hospitality provide for specialized and limited intersets. This amounts to a stockpile of workers.
3. *Campus Maintenance*. These are people you need to cultivate for they can be of great assistance when you need special trained workers or a large number of workers for short periods of time.
4. *Volunteers* from students, faculty, faculty wives and even local town people with special skills and interests help with clubs and organizations. All are willing to "pitch in and help" if asked. Incidentally, thank-you notes following their assistance almost always insures that they will help again.

Question: Is it possible for small colleges to provide a broad comprehensive program without an adequate building?

Answer: On many campuses programming begins long before a union building is planned, much less built. These college activities take place in existing campus buildings such as gymnasiums, residence halls, chapels, theatres, classrooms, dining halls, on athletic fields and parking lots - and often in local community buildings. The large multiversities have recently begun to build what are called "satellite unions" designed to meet needs of a large campus and take the union program to the students. Those of us who have worked at small colleges know quite well about satellite unions. Many of our best programs have been held outside the union in other campus buildings.

Under no circumstances should any small college deny its student body a broad comprehensive program simply because it does not have an adequate union building. All it takes is imagination, ingenuity and the cooperation of the entire campus. Even with the addition of a building to our campus that we call the "union" we still need to use outside facilities for programming.

Question: How should the union's programming relate to the rest of the campus programming on a small college campus?

Answer: If not answered properly, this question and the problems it may lead to can plague the life of a small college union director. The mainstay of a small college campus' programming lies in its diversity and student involvement therein. An over-zealous and energetic director may assassinate the ingenuity and creativity of groups, clubs, fraternities and sororities and such related groups as may be located outside of the union by over-programming.

By over-programming I mean that the union, instead of supplementing the total program, bulldozes over the activities and programs of other groups. One, however, cannot and should not minimize the importance of programming to fulfill the purpose of the environment in which you are located. Thorough study and evaluation must be carried out at all times. It is important that the integrity of any group remains such that it does not feel intimidated.

Question: Do you like working as the director of a small college union?

Answer: Yes - because I believe in small colleges and their role in higher education. There are certain unique characteristics in small colleges, like small towns, that many people find distasteful; but I like the closeness and the personal relationship with both faculty and students. I like the diversity of my job, and I personally have learned through this diversity many new skills. I particularly like the perspective one gets of the entire college. Generally staff and faculty of small campuses have an opportunity to see the problems of the college as a whole, rather than merely those of one discipline, department or division. In the same vein, we see our role as it relates to the role of the entire college.

Question: When opening a new union, how do you get a board started? What is its makeup? How does it function?

Answer: There is literature available about formation of boards and representative examples that can be obtained from ACU-I. Much depends on the local situation; its size and the attitudes of administration and students. On a small campus, one is always faced with the problem of available manpower. For this reason a combination of what are called on large campuses the policy board and the program board, is desirable. Caution is indicated during the initiation of a new board. The student government association should have a representative on the board because this may reduce possible friction which we well know may arise between the two groups.

Trial and error should be employed during the maturation period of the board. This period may be compared to the frustrations of parents while watching their gangly adolescent children striving for adulthood.

Earl Wordlaw, Director
Comstock Memorial Union
Morehead State College

Question: In what capacity do volunteer workers best serve?

Answer: Theoretical and practical considerations determine the capacities in which volunteer workers best serve. In theory one attempts to identify areas in which volunteers are most effective and in practice one attempts to get the complete job done by placing volunteers

where there is the greatest need for help—often the latter area is physical maintenance. Volunteer workers tend to work most effectively in the program area of the union. Motivational incentives tend to be highest when the volunteer is able to identify what he wants to do, and, for a relatively short period, to work exteremely intensively in its accomplishment. The ability to select the work one wants to do, the relative freedom of selection of means employed to accomplish the task and the intensive effort possible while the motivational level is highest are all factors which make program more desirable for volunteer workers. Another factor, and in some unions a critical factor, is the size of the existing professional staff. Often the proper coordination, scheduling and directing of volunteer workers can reduce the work load of one or two professionals.

Question: Is the union's success related to the attitude of the professional staff?

Answer: The attitude of the professional staff is a large determinant of the success of the union's mission on a campus. Within the last five years, students have become much more sensitive to the attitudes of administrators. The day has been done away forever in American education, and especially in the American college union when administrative personnel can make decisions affecting students without genuine student participation. If students sense that the union is being managed or directed by one administrator for the satisfaction of faculty or other administrators, rather than for students, the entire program of the union is jeopardized Students increasingly expect that the attitude of administrators should be one of helpfulness to and for students; the word "helpfulness" is well chosen. Absolutely no one but students, they feel, should make decisions affecting the basic policy of their union.Union professional staff members must succeed in demonstrating attitudes of helpfulness, but never pressure to run the union. Since the union experience should be one of learning for students, professionals must take care to demonstrate through their attitudes that they are willing to see students be the genuine decision makers – the doers and movers of the union; students may then have the maximum opportunity to learn, even through it be painful and often misdirected learning.

Question: Who makes policies or house rules?

Answer: Contributions to decision-making is made by all elements of the college community–alumni, faculty, administrators and students. Students should play the dominant role in decision making, for they are most immediately affectly by the decisions. Again, if the union is to offer a genuine learning experience to its students, the process of responsible decision-making offers the greatest opportunity. It is nonsense to expect that students are genuinely learning something when they handle only the trivial details of the union operation. It is the big decision, requiring critical attention to detail, which provides the best learning experience.

Question: Should directors of small college unions be expected to be police, janitors, maids, counselors, et cetera?

Answer: Any answer to this question has to reflect the practical realities of a given situation and also the ideally effective way of getting a job done. In short, it depends upon where one is and the reasons for his being there. If a person is retained to perform assorted tasks because the institution cannot afford more than one person, he should make his very best attempt to accomplish them. Rarely can we expect to succeed with anything approaching complete effectiveness. Union directors are, and should be, consistently working to increase the scope of the union's effectiveness through larger and more proficient staffs.

Question: What do we mean by *Student Involvement*?

Answer: When the Association of American University Professors recommended this year that students should effectively control all non-classroom activities on campus, a genuine understanding of the phrase "student involvement" was demonstrated. There is little doubt that students will not be able to manage at once all of the technical details of coordination and scheduling which unions now demand. Union professionals should be aware that sometime in the future (maybe only five to ten years from now), students will want to make their unions genuine laboratories of learning – laboratories in which they can practice their skills by full management and program direction. Students will then want to be fully responsible for decisions and their execution.

Lynn Hinman
Coordinator of Student Activities
Middlebury College

Question: Enumerate types of roles played by directors that are unique to small college campuses.

Answer: The director of a small-college union does not perform duties unique to a small campus, but rather performs all the tasks that, at a larger institution, must be delegated by the director to his staff. Perhaps it is unique in this age of specialization and the white collar that the director of a small college union must at times change his collar to perform the chores of policeman, janitor, father confessor, mediator and partner in the everyday life of a great many of his students.

Because the college is small, the union director, by his availability, gets to know more students and develops more friendships with them than is the case on a larger campus where the director's staff insulates him from such contact. Furthermore it is almost impossible for the union director at a small college not to become involved with the many other campus activities which might not fall within the tight definition of a union program. The director must therefore be versed in libel laws with respect to the college newspaper and know the technical aspects of the campus radio station.He must have understanding of the techniques of cheerleading and group dynamics as well as advising and counselling student groups, some of which activities may be alien to his philosophy.

Question: What are some of the problems of communication between the union and other areas of the campus? Should the union control the master calendar?

Answer: The problems of communication on a small campus are not different than those of a larger institution. There is no particular method for getting the word to everyone concerned. However, a word-of-mouth communication plays a great deal more important part. Sometimes it is the most effective means. Several other methods are: flyers containing general program notes; the issuing of a weekly calendar of all campus events; daily news announcements; advertising on the radio and newspapers; announcements at meal times.

The task of informing the campus is performed better by the union, for it is here that the master calendar for all campus activities and the assignment of rooms and facilities should be made. The basic reason for having the master calendar maintained by the union is that it originates the great majority of the programs. There are any number of mechanical pieces of equipment that can be used for recording room and date reservations. However, – no matter what method is used – the surest way of avoiding conflicts is to have the event written down (preferably by the person scheduling it) on a special form and file it by time and date.

Question: Would you please speak to the broad area of programming in a small college union:

Answer: Programming is perhaps one of the major tasks of a director at a small-college union. His problems with programming are no different than those of a person whose only responsibility is in this area, though generally the programming is for the whole campus. I find that to relate to the students and try to determine their interests and motivations is most difficult. This does not happen simply because you may be older, but the title and responsility change your attitude and outlook. To stimulate students' thought processes into new program areas and concepts is another major item of consideration in programming. As the professional involved, it is important for you to maintain your enthusiasm at all times, whether or not the program stirs you particularly.

A small campus is by nature an intimate place. The role of a college union with relation to other groups is much more difficult to define. In general I feel that the union program should be used to fill the voids left by other campus activities. Usually the union is better financed, the students are better trained leaders, and they have the advantage of almost constant professional direction. However, the union should not jealously guard its program against interlopers from other student groups who might wish to take over the event. Rather, the union should encourage this and lend any assistance possible for these groups to make a success of the venture.

You cannot say that there is such a thing as over-programming on a college campus. If you judge the success and value of a program by attendance, you have a handy gauge as to whether or not the campus is being over-programmed. If, on the other hand, it is the quality of the program and the fact that even a few individuals have enjoyed taking part, then at no time would there by over-programming What I am attempting to say is that over-programming can take place only when the activities are frivolous and shallow. Therefore, it may also be desirable to have duplicate quality programming taking place on the campus. I am not advocating that these programs run simultaneously but rather that the union programming board should not be the only agency to present good programs.

Question: Is the Union's success related to the attitude of the professional staff? How?

Answer: One of the uniquenesses of being a small college union director is that you perform every task and have every responsibility that the director of a larger union must delegate. The success of the union - particularly if it is just being constructed or opened - rests almost totally on the attitude of the director. Whether the union is a friendly place, whether it is functional, whether its program is decisive and important, depends upon how this person approaches his job. If the union director is honestly interested in the students' concerns, in their programs, in the campus as a whole – academically and socially – and is willing to accept a more informal association with the students, the union building will become a more informal and more friendly facility and the program will more readily reflect the needs and attitudes of the students.

One of the drawbacks of being the director of a small college union is that while college is in session you must be totally committed to the students. You must be willing to roll up your sleeves to rearrange furniture for a forgotten room reservation, to mop a floor, to make a poster for this or that program, to worry about students transporting a speaker to the train in a snow storm, to have them arrive at your home on the Sunday morning of vacation just to visit. I could go on and on with such drawbacks. I find them disadvantages.

Question: What are some of the characteristics of a small college union?

Response by Miss Patridge: I don't know of any real college union on a small campus that has sufficient square footage, staff, money or program. We can also look at small college unions in our philosophy of what a small college union does for higher education. To some of us this means intimate personal quality. To others it means limited funds, limited facilities, inferior staff and inferior offerings- -"cheap", as Shaw Smith of Davidson College says.

I think a small college can be compared to a small town. There are vices and virtues, depending upon your perspective.

I like a small college because of the intimacy and the opportunities for personal relationships with all sorts of people - - from other disciplines and other departments. My daily coffee breaks with the business manager of the college give me golden opportunities I could not possibly express in an annual report.

Response by Mr. Hinman: I feel that the Credo of the ACU-I really expresses the purpose and function of the entire college or univeristy. It is not limited to the union.

Question: What are some of the diverse roles played by the union director?

Response by Mr. Hinman: I don't think we perform any unique roles because we are small. We don't perform anything that is really different from what is performed in a larger institution of 15,000 or 20,000 enrollment. What happens, rather, is that we incorporate many duties, responsibilities and functions that a director in a larger setting could delegate to staff, maintenance crews, building engineers, accountants or business managers.

Response by Miss Patridge: There is a danger of becoming "jack of all trades and master of none." On our campus we say "I can do anything poorly." This is not good - - but we can find escape in our rut and not do anything well. We use this as an excuse for our inadequacies.

Response by Mr. Hinman: I'd like to defend the "Jack of all Trades". I don't think directors of small unions can be masters of many trades. However, the small union director is forced to become competent in most of his areas of responsibilities.

Comment from floor: I don't know whether you all are doing this on purpose or not, but you seem to be degrading those of us in small colleges and small unions. Of course, if we are directors in a small union program, we have limited staff; however, if you have extensive food service within your union, you will hire professional food personnel. And, with an expensive games facilities, you will hire knowledgeable managers.

Response by Mr. Hinman: I feel strongly that revenue-producing functions within the union should be the worry of the treasurer or business manager of the college. And I believe that programming and working with individual students and their needs should not be limited by the revenue-producing programs.

Response by Miss Patridge: I really feel that we, at a small college, do a better job percentage-wise of our enrollment in reaching the students in programming than many of the large multi-versities. I hear about these large universities that are expanding and building satellite unions. We have had satellite unions for years: we take programs to the residence hall, to the gymnasium, to the chapel, to the theater, to the park.

Question: What capacity do volunteer committee members serve?

Response by Mr. Wordlaw: We are speaking of individual persons and individual situations. It depends upon the professional staff that's available. What capacities do students bring to a union operation that can be best used. We must recognize that students' first commitment is to academic success. Their interests and commitments vacillate.

Response by Miss Patridge: Students aren't the only volunteers. You can use faculty with special interests and special abilities. Faculty wives are wonderful resource. Even the president's wife, particularly on a small campus, welcomes the opportunity to help and get involved in the program.

Question: What is a workable size for union boards, proportional to enrollment? To whom are these boards accountable; the business manager of the student personnel department?

Response by Miss Patridge The show of hands here indicates that a majority - - over 20 of the 37 schools represented - - have union boards accountable to both the business manager and the student personnel officer. If the union is considered auxiliary enterprise it is confined by a college budget and the philosophy of the union is affected. There is the eternal struggle between the student-oriented union and the dollar-oriented business office. Of course, there is a middle ground. Someone has suggested that the union board should invite the vice-president for financial affairs to serve on the union board.

Response from audience: I don't think there is a set ratio of number on a board as to enrollment. How a union is governed depends upon on whether it is a *student* or a *college* center. It is really the philosophy that has to be determined. Is your board for policy only? Is it for program only? Is it for both? In a small college the opportunity to involve students in all phases of the union operation is greater. Our goal is to involve students; and I don't think there is a prescribed number.

Response by Mr. Wordlaw: When we talk about involvement of students, are we talking of genuine involvement? Is there really participation on the part of the students in this aspect of their college life? We have moved from a 50/50 student/adult policy board to 100 percent student board under the leadership of a president who is dynamic, insightful, sensitive to the student and who equates students with groups in our society. He gives them the opportunity to grapple with big problems. Often students have simply never been given the opportunity to make decisions.

Response by Mr. Hinman: The advantage of running a small union is that students must help not only with policy but with the operation of the union and its program. Many times we have students "policing" the building, holding it open for special programs, getting the campus newspaper to clean up their offices in the union building and in many ways assuming leadership and responsibility. There are cases - - specifically, conflict between faculty and juke-box -- where students take the responsibility to deal diplomatically with faculty, when points of disagreement arise.

Question: How should union programming relate to the entire campus program?

Response by Miss Patridge: I have a real bone to pick with the philosophies of self-glorification of unions and union directors I hear at ACU-I conferences. The program doesn't have to be in the union. We have a marvelous opportunity in a small college to serve the entire campus when we think of program and facilities. We can utilize the facilities of the whole campus: other ball rooms, other crafts programs, programs in the Fine Arts Building. We must cooperate, coordinate and support.

Response by Mr. Hinman: Many campuses - - even 1300 in enrollment - -can support more than one program a night. The quality and variety should be the determining point in dual programming.

The question of locating the campus calendar of events arises. Who should do it – the dean of women, dean of students, the union?

This business of scheduling, of course, is major to the union. In reality, where we have large athletic programs, we use the academic calendar first and then the athletic program as a base for scheduling.

Question: What are some low budget programs adaptable to a small union budget?

Response from audience: Jane Gentry gave several very good suggestions in a program this morning:

Symposia: numerous subjects of interest;

Coffee House

Art exhibits

Other suggested low-cost budget programs and services:

Games exhibitions
Talent file- -campus talent shows and contests
Tours- -local interest sites/industries/historical, theatre tours
College Bowl-type of program- -competition between dorms
Christmas Card, photography contests
Political rallies: "Meet the Candidates"
Bridal Fair
Fashion Shows

Question: Can the students run the entire union program?

Response from audience Do you want a part-time union? What is the main function of students on the campus? A full-time student cannot operate a full-time union.

THE UNION AND THE INSTITUTION IT SERVES

James B. Holderman, Associate Chancellor
University of Illinois at Chicago Circle

The topic, *The Union and the Institution It Serves,* is at once paradoxical and mutually complementary. It is a truism to note that the contemporary needs and demands of higher education, particularly American higher education, make it absolutely essential that the union, the student center, or whatever nomenclature seems appropriate be a thoroughly integral part of the total institution.

While the topic might suggest to some a kind of supplemental or auxiliary relationship, such a notion does not merit any lingering attention. It is difficult to imagine any unit of the university–and I say this with special reference to the modern, commuter-oriented universities, and a strong conviction that it has application to the more traditional residential campus as well–which is more vital to the daily operation of the university community.

Even beyond the nitty-gritty type of concerns, such as the food service, the effective union provides the source of vital communications links among students for a sense of identity; between students and faculty in the informal setting where intellectual curiosity knows no limits; and between administration and students and even faculty, to provide additional meaning to the term, university community.

The union, because it is the refuge, and appropriately so, of the provocateur, adds a vital dimension to the community of the university. Effectively presented, architecturally, programmatically, and with a strong measure of convenience, the union is at once the market place, the coffee house, the forum.

Sophisticated understanding of the union activities provides a highly accurate barometer of the interests and concerns of the vastly different members of the university community. It not only provides a useful measure of the social catalysts and the social response, it offers a fairly comprehensive picture of indifference and disinterest, as well. The latter factors where impact is measured in negatives are as important for the university decision and policy makers to sense as are the positive indicators.

The able union director is sensitive to the needs of his constituency, meets them within the limits of the available facilities, and plans for the future with those resources and limitations as an operational context.

Because there are few, if any, people in the university family in close or more constant contact with the student, the union personnel must be intimately involved in the administrative process, in the decision and policy making of the university.

At the University of Illinois at Chicago Circle and certainly at other institutions with which all of us are familiar, the problems of student needs and demands as well as other problems of the university, are met multilaterally. Specifically, we work as a team involving teaching faculty, the dean of students, others from the student affairs area, security personnel, several associate and assistant deans, the chancellor's office, and, of course, the director of the union.

We find that the union director provides an expertise and intelligence which encompasses a broad spectrum of campus concerns–a point of view essential to deliberations at the administrative level.

As an urban university our outreach has gone into the neighborhood and the community. In this planning, and the active operation of programs, too, the union director, indeed, the union as an enterprise, plays an integral role.

Our experience convinces us that the union and the union director have much to offer and much to gain from complete involvement–I believe I can say with some assurance, we would have it no other way.

James L. Thomas, Director
University Center
Wayne State University

Webster defines "serve" as "to work for, be a servant to, to do duties for." We must serve the entire university for which we work. We must live up to our Credo and Statement of Purpose, but we cannot do this by serving and identifying with only parts of the university. By concentrating on one segment of the university, we usually end up losing a part of our total program. For example, a complete identification with the student personnel division can cost us our food services, our building management, or our fiscal responsibilities. On the other hand, a complete identification with auxiliary services can cost us our student activities. All must report to someone–we have our organizational charts to follow. But even if we do report to a specific vice president, we must maintain a good working relationship with the other vice presidents and with the department heads.

We can expect the student personnel division to be concerned with and have a voice in the union's activity program. On the other hand, it must recognize our other responsibilities. Union directors are often responsible for multimillion dollar operations, so Vice Presidents for Financial Affairs are very concerned that union's very definite obligation in the area of student activities. Both must realize that the Union is the community center of the college; it is not just a building–it is also an organization and a program.

To be of service to the university, union directors must be in charge of their total program: food service, student activities, maintenance, conference, and adult education coordination and book stores. Acceptance of these responsibilities is service to the extra-curricular or leisure-time needs of students, faculty, alumni, and guests of the university. We cannot serve completely these groups if we are working with only part of the job description.

Because of existing difficulties, finances, labor problems, or student unrest, we should not apportion–for personal convenience or personal ambition–any part of our job description. For the promise of more responsibilities in the student personnel area, we should not relinquish control of food service. For the promise of more responsibilities within auxiliary enterprises, we should not give up our student activities. Possessing the tools needed to serve our universities as unions is more important than our personal ambitions or frustrations.

I am not saying that we should restrict our services and talents to the building. To be an integral part of the university, we must always be willing to assist any faltering service or program. However, we must do this out of concern for total university service and program and not as empire builders.

We all know of the union director who will volunteer to pick up any service or program that is foundering. He is more than willing to give of his time, his experience, his staff and its time to serve any college service or program But first he must have a guarantee that it will become a part of his responsibility. To me he is doing the university and the college union as strong an injustice as the person who will apportion his responsibilities. He is spreading himself and his staff so thin that they cannot do any job well.

Another deterrent to our unions' service to our universities is the conviction of some of our colleagues that "money" is a dirty word and that fiscal responsibilities are too mundane for their creative talents. This is entirely wrong. We have a responsibility to our universities to come as close as possible to being self-supporting. This means we have to get as much as possible from our income-producing areas. Moreover, the demands of higher education are so great and the tax-appropriated tuition dollars so few that it is our obligation not to compete with the College of Liberal Arts or the College of Engineering for such funds.

One of our very important functions is the laboratory of citizenship; training students in social responsibility and for leadership in democracy. To do this the union boards and committees must understand that there is more to our services than just student activities. The only way they can realize this is by having a voice in these other areas. And the only way they can have a voice in these other areas is if the union has responsibility for a complete program.

Naturally these theories that I've advocated will be altered on different sizes and types of campuses. On a small campus it is possible for the director of a total union to be also the coordinator of activities, or placement officer or the like. But, as a general rule, if we accept a position of more responsibility in the area of student personnel or auxiliary enterprises, then we must delegate to someone else the program for the total union.

We've all had the experience in our travels of meeting a college graduate who after learning what work we do, responds in one of two ways. "Oh, yes, we had a union on our campus. I used to eat there quite often. Met my wife at one of their movies. My mom always enjoyed the Mothers Day program they sponsored. The debate and lecture series was always appealing to me, as I never had time to read newspapers and keep abreast of things." Or the other reaction: "We had a student activities building on our campus. I was over there once in awhile, but it was never much of a facility." Or he'll say they had a building that was primarily food service: "I went there for lunch once in awhile, but my activities were in the residence hall (or off campus). You mean that's actually a profession? You can make a living that way?"

I had these experiences and I'm not alone. To me they point up the difference in the effect of a complete or an incomplete union for students.

We live in a time of change, but there are some concepts and organizations that have been tried and proven too often to be ignored. And the well-organized, complete union is one that seems able to live through any campus era. I propose that we learn from these unions and rededicate ourselves to complete service to our universities by means of the college union–the total college union.

Hermon L. Hall, Assistant Program Director
University of Wisconsin - Milwaukee

Before joining the Union staff, I was a teacher and guidance counselor in high school. In those respective roles, I spent a good deal of time helping students to help themselves–make decisions, plan alternative courses of action–and encouraging them to join in extra-curricular activities.

Many students had not made decisions as to their choice of careers, for future courses of study, so their goals had to be established and tentative plans devised to allow for change and revision. They were programmed with a full load of academics, lunch and a study break. After regular school hours, their extra-curricular activities began and extended for forty-five minutes to an hour. This pretty much typified their day.

In college, a particular day of a student's schedule can vary from a full day of classes to no classes. The latter leaves the day free for studying, working at a job, or just leisure time. The question is, what does the student do with this time?

This is where the Union plays its masterful role of providing for the out-of-classroom needs of its students. The student who goes to the Union where a host of activities are in progress simultaneously may find several of interest or none that meets his fancy. Unlike the high school student who must either be in class or study hall, this student can avail himself of the kind of activity that he chooses when his classes are not in session. Anything from shooting pool, seeing a movie, listening to a concert, or just having a snack and visiting with friends is possible.

As I view the Union, it should provide total growth for its students. A student may join a committee and become a member, or work his way to the top and distinguish himself as a leader. He also has an opportunity to meet faculty and staff and to play a major role in shaping new policies on the campus. These experiences that he has–from committee member to chairman, to an officer of the Union–add another dimension to the out-of-classroom educational development of the student. Extensions of this dimension are the intangibles which are often derived from this broader aspects of out-of-classroom involvement. These include more self confidence, a greater tolerance level for other people and their problems, group spirit–a feeling of belonging, which adds pride and purpose to one's ego–and learning to work with others. These intangibles add to the development of a student's social and emotional maturity.

Today's Union must be a multifaceted servicing agent, equipped for the myriad of tasks at hand. Whether we serve large or small, private or state institutions, the Union has the universal role of common denominator. It must provide for the out-of-classroom needs for all types of students. Such as:

1. The student who finds college very dull and uninteresting and looks upon it as a giant factory mass producing knowledge which has very little relevance for him or his future.
2. The commuter who spends an hour and a half getting to and from school. Time is of the essence to him. His hours on campus are limited and services must be provided for his needs.
3. The working student who supports himself and must report to a job at a given time each day. This means that services must be provided at times to meet his needs.
4. The minority student who goes to college burdened with anxieties and frustrations and finds it a traumatic experience the first minute he walks on campus.
5. The athlete who spends a large amount of his time on sports.
6. The student who spends so much of his time in the Union that he attends few classes and winds up with an "A" in unionology, but has no college credit to support his daily attendance at college.
7. The student whose personal and emotional problems should receive psychological service, but who is afraid to seek help from the health service.

8. The married student who fails to develop friendships because he feels he has little in common with the single students on campus.
9. And lastly, the student who needs tutorial help. It is in this area that I strongly suggest today's Union should provide services--directly and indirectly. I also suggest that these services should not follow the staid practices of the old tutorial programs, but should institute and develop new approaches.

To meet the challenges of the seventies, the Union must always take the forward step in providing services for tomorrow's students.

THE UNION BOARD, ITS STRUCTURE AND RELATIONSHIP TO STUDENT GOVERNMENT

Kent McCrimmon, Director
Noyes Student Center
Cornell University

The purpose of this paper is to consider some factors affecting relationships between student union and student government organizations. The author's personal experience suggests that student personnel workers spend considerable time with this problem and conflict in general. Because so much time is expended, every effort should be made to clearly understand conflict and develop more sophisticated approaches for resolving it. Three years of experience with a continuing conflict between Cornell University's student union board and student executive board is the basis for this paper.

In the fall of 1965, a conflict began between Willard Straight Hall's Board of Managers (equivalent of a student union board) and the student executive board. The conflict concerned the Board of Manager's authority to decide which groups could use lobby space to advertise their events and activities. In particular, whether or not an anti-war group could solicit money for the Viet-Cong cause.

Traditionally, allocation of lobby space was the responsibility of the Straight's Board of Managers. Student government, however, was challenging not only the Board, but also the university administration to see if radical groups could participate in the life of the university. Four factors influenced the Board in reaching a decision: political philosophy of students making the decision, characteristics of the campus, child-rearing practices, and ability to cope with conflict.

Students on the Straight's board were representative of a diverse but primarily moderate to conservative political philosophy. Many students, including those on the Board, were confused about the war, its purposes and its future. Of course, ambivalence was present in attempting to solve the lobby space conflict. The initial conflict was resolved by permitting radical groups to use lobby space for publicizing their activities, but not soliciting funds for the Viet-Cong. The decision itself was significant in reaffirming some basic constitutional rights. Three years ago a number of colleges and universities would not allow such groups on campus.

The emphases in this paper are the effects of campus and societal factors affecting decision-making processes. One key element in this process was the need to be as rational as possible. This striving for impartiality was in part determined by the press or character of the campus. If Pace and Stern were to make a study of Cornell, they would probably agree that Cornell stresses scientism, ambiguity and competition. It is the stress on scientism and a related search for truth through rational processes which is important.

It is also essential to realize that child rearing practices (especially in middle and upper middle class families) emphasize rationality. Parents in the last three decades have come to the not so startling conclusion that society is rapidly changing and the society in which their children grow old will be vastly different from their own. With this realization in mind and the increased number of demands being placed upon their time, parents have evolved child rearing practices to provide their children with necessary skills and insights for participation in society. These practices emphasize that children make their own decisions.

In order to make the right decisions, children are being required to give attention to factors influencing their decisions, including possible consequences for themselves and others. This requires a new flexibility and rationality in the approach parents make to their children. Since personnel workers work with these same children when they become college students, their approach must change too. This approach gives children and students more opportunities to make mistakes and find workable answers by utilizing rational processes in making decisions. In a word, children and students are seen more as decision-making equals than in the past.

Even with this spirit of Glassboro, children and students still attack rules and procedures which they dislike. The method being used is the same which parents utilize when they feel their children are not making the right decision: withdrawal of love and affection and isolation in order to achieve a balance between their needs and those of their children.

I strongly feel that this approach was used in the controversy over lobby space allocation. Both the student union Board of Managers and student government required a written, rational decision. Written because it was more binding, and rational because of university and societal pressures. The Board worked on its decision for many hours and came up with a rational decision which unfortunately did not satisfy student government's executive board. This group, led by their president who had been refused a position of leadership at the Straight during his freshman year, responded with: "We are going to withdraw our feelings of affection for you. We are also going to isolate you generally by turning campus opinion against you and specifically by changing the positive feelings held for you by other personnel workers."

One of the problems which faced the board was their response in coping with the rejection. Initially, the response was unsophisticated. It took time to recognize the personal meanings which the conflict had. How could board members satisfy their personal and organizational needs within a framework of conflict? What were the best ways to resolve the problem? Out of these questions and many others came some understandings which are clearly stated in Costello and Zalkind's book, *Psychology in Administration:*

1. Recognize frustration and anxiety which exist.
2. Try to understand causes of the conflict.
3. Tolerate its presence (which is dependent upon how conflicts influence personal need satisfaction).
4. Avoid being drawn into the conflict.

An equally important decision was made at that time: increase staff capabilities to resolve conflict.

Some members of the staff and board saw T-group training and programs of the National Training Laboratories providing greater individual capabilities and insight for conflict resolution. Some training programs are specifically designed to provide better understandings of conflict and opportunities to practice new skills for resolving it. Investment in this kind of training can strengthen a staff and reduce the amount of time spent on resolution of all conflicts and provide better, longer lasting decisions.

W. E. Johns, Jr., Director
University Union
University of Georgia

Conflict normally arises between groups when there is a contest of ideas, concepts, or, in many instances, values or judgments. Most of our thinking is oriented toward the concept that there will be or is a conflict between union boards and student governments. This situation does not exist on a great number of campuses. In our established colleges and universities, student governments have usually developed first and staked out their area of control and influence. As these student government and quasi-student government organizations have developed they have experienced a certain amount of conflict with organizations and administration, and as a result have undergone changes. Somewhere along this developmental line, the University Union then comes upon the scene. If the union organization has developed out of student government and has been more or less mothered by that organization, then the degree of conflict is greatly reduced. What usually occurs, however, is that the union concept has grown out of an interest on the part of the university and the administration with tacit approval by some students and, in many instances, tremendous interest by those students who are not wrapped up in student government. Although we try to avoid the situation of empires on any campus, empires do arise. The college union by its very nature is usually a more encompassing organization than is student government. The two organizations are usually quite compatible unless there develops between the two a struggle for political leadership on the campus. Many of the campuses that I have visited have had no conflict until the overlap of services began. In many instances this conflict was over appointive power to certain boards and social programming responsibility. It would appear that any kind of conflict could be easily resolved if there were open channels of communication, but this lack of communication is usually the major obstacle to resolving most conflicts. If the student government is charged with the responsibility for budgets of all student organizations, the union among them, then there is a different relationship altogether. Conflict may be avoided in this situation through fear rather than an honest difference of opinion.

Although the title of this brief presentation is "Why Conflicts Develop," I believe that the best approach that I could take is "Why Conflicts Do Not Develop." The relationship of the union with which I am concerned and the student government is not necessarily typical, but may offer some insight into the various modes of operation. In this particular situation the student government, until very recently, had been traditionally a lobbying or opinion-expressing organization, enjoying little actual legislative and administrative power. The student government has not been service-oriented, nor has it held the purse strings for the union.

Let us return to this concept of service orientation. In most instances the college union has as its fundamental goal the gathering of people from all areas of the campus and community and their involvement in structured and unstructured programs which complement the other functions of the university. There are problems involved with setting up programs, maintaining professional and volunteer staffs, along with the physical problems of maintaining the facility. This area has not been an area in which student government traditionally has interested itself. The student government, as is any organization which is charged with some overall campus responsibilities, is interested in having its opinions sought and in maintaining open lines of communication with the other campus organizations. When the lines of communication are held open either through direct representation on union boards or through regular consultation with officers of student government, and when both are consulted before a final major decision is reached, then the two agencies mutually complement and support each other. All groups and individuals have a certain amount of pride, false though it might be at times, and all benefit by adhering to the chain of command. Most individuals are flattered when their counsel is sought in the areas of our responsibility. I would repeat that it is the concept of what we feel is important and what we feel is our assignment and goal. While we know what we feel, it is our responsibility to find out how the other person in the other organization interprets his role, both personally and organizationally. We have accomplished nothing if we view our structure only from our point of view and if we make the mistake of viewing the other person's responsibility and structure from our point of view. I agree that this is a time-consuming effort. However, in many instances the alternative to this time-consuming effort is an even more time-consuming effort in repairing both personal and organizational bitterness.What I am attempting to say is not a revelation but is a time-tested and oftimes hard-to-follow principle of the value of organizational and personal communication among all groups. Pseudo lines of communication have been established by many organizations; but unless there is concern by all parties to see that service is rendered to the campus constituency, no end is served.

My premise of open communication is oversimplified, and it is desirable that we search self and campus for the problems causing union and student government conflict and test them against this proposal.

Long term consequences of conflict between Union Boards and Student Governments may well reduce the effectiveness of both. The conflict may serve as fuel for the political fires and make interesting reading in the school newspaper year after year. It may be a pleasant topic for old grads and aspiring young campus politicians, but the result will be the lack of positive programs, ideas and concepts that might have been. On many campuses today too much energy is being expended in placing new students' ideas and suggestions in our old moulds. Learning is said by some psychologists to take place only after trial and error, but trial and error learning improves greatly when the rules are changed to favor the participant. College is a learning laboratory, but one can profit by knowledge of a previous bad experience without having to repeat the experience. The positive side of the learning ledger will reflect that through open communication a continual upgrading of personal and organizational efficiency will result. An efficient operation is a time-saving operation. What better use can be made of this saved time than to think a little, dream a little. As the immortal Shakespeare said, "We are such things as dreams are made on."

Sal Luiso, Director
Student Center
Hofstra University

The Student Senate, the student government of Hofstra University, is also the Student Center Program Board.

Until June of 1967 the student government and student activities structure at Hofstra revolved around the Student Council. Student Council was composed of twenty students elected in a general election by the total student body. All other student organizations on campus were responsible to the Student Council and it developed the policies and procedures governing all student activities. The Student Council also prepared the student activities budget and allocated funds to various clubs and other student organizations.

The Board of Governors was the Program Board. The Board was responsible for developing and administering an educational/recreational program for the Student Center and the campus. It attempted to do this by planning dances, concerts, lectures, movies series, etc. The programming pattern was usually late afternoon, an occasional weekend evening and a few big weekends throughout the year. In the organizational structure it was directly responsible to the Student Council.

Although on paper these two organizations had different responsibilities and served different functions, there was a constant underlying rivalry and conflict would arise during budget time (how much was to be allocated to whom), when concerts were not held (we never have concerts), when concerts were held (we never have good concerts), during elections for Student Council (the programs on campus are poor), during budget time (why give them money they just waste it), etc. The rivalry/conflict would occasionally become heated and occasionally go dormant but it was there.

The issues involved in the rivalry/conflict, however, did not cause these organizations to fold. It may have caused the members of these organizations to debate, to argue, to fight, to call each other names, to plot and plan for power (power which was theirs through action not debate), but it did not cause them to fold.

A rivalry can be a good thing. A rivalry tends to keep people on their toes, trying to do a better job and often they do just that. A rivalry can do this if people remain aware of the rivalry but concentrate on their responsibilities. When the rivalry becomes the focal point of their energies, however, then they tend to place their responsibilities in the background. The Student Council and the Board of Governors argued while Hofstra changed.

Hofstra changed from a commuter school to a commuter/residential school. In the Fall of 1966, Hofstra opened its first Residence Halls. It was no longer a nine to five, Monday through Friday place you just visited. Hofstra lost the "five o'clock shadow" of the strictly commuter school. Students now lived on campus and these students wanted things to "happen."

The Fall of 1966 was the beginning of a very important year in the history of Hofstra University. The introduction of Residence Halls drastically changed the personality of the school. Both the Student Council and the Board of Governors had been involved in the discussions which attempted to anticipate the changes which would take place on campus. The Fall of 1966 presented the opportunity for the development of new programs and new areas of student involvement and leadership. The Student Council and the Board of Governors argued while Hofstra changed.

Students who were not members of the student government structure but who were interested in the programs and activities that student government sponsored became dissatisfied with what they saw and they set about to change it. An ad hoc committee was established to reorganize student government. They were looking for a student government structure which would place its emphasis on "action" rather than "reaction." They were looking for a student government structure which would "permit student government to work together for the students rather than against itself." Soon the committee included members from both the Student Council and the Board of Governors who were also disenchanted with the existing student government structure and seeking a more effective organization. The result was the Student Senate. The Student Council and the Board were dissolved.

The Student Senate is composed of fifty elected students. Forty senators are elected on a proportional system from the fraternal, resident, New College and independent constituencies. The number to be elected from each area is determined by the population of that area. There are also ten at large seats.

The Senate elects its President, Vice President and the Chairmen of its eleven standing committees from its own membership. Most of the Senate's work is conducted through these eleven standing committees. The committees and their functions are as follows:

1. The Academic Affairs Committee makes recommendations and presents positions on various aspects of the academic affairs of the University which affects students. This year the Academic Affairs Committee initiated a proposal for the implementation of a Pass-Fail System. The proposal has been accepted by the University Senate and will be implemented in the Fall of 1968.
2. The Appropriations Committee is responsible for preparing the Student Activities budget and making allocations of funds to the various student organizations.
3. The Communications Committee is responsible for the publication of the various Student Senate pamphlets and brochures and for the supervision through its Publications Board of the various student newspapers and magazines.
4. The Cultural Affairs Committee is responsible for planning, coordinating and executing events which enhance the cultural atmosphere of the University.
5. The New College Committee is responsible for carrying on a liaison with the New College Student Government.
6. Pan Hellenic is responsible for supervising the fraternities and sororities.
7. The Publicity Committee is responsible for developing and carrying out the publicity campaigns for any and all Student Senate sponsored programs.
8. The Resident Affairs Committee is responsible for carrying on a liaison with the Resident Halls student government and for making recommendations and suggestions concerning resident affairs.

9. The Rules Committee is responsible for supervising all student government elections and for reviewing and recommending changes to the constitution of the Student Senate. It also is responsible for codifying any legislation adopted by the Student Senate.
10. The Social Affairs Committee is responsible for developing, coordinating and executing a social program for the Student Center and the University.
11. The Student Services Committee is responsible for initiating and coordinating any programs which are services for the general student body; i.e., printing and duplicating service in the Student Center, student discount program in local stores, etc.

The Chairmen of the standing committees and the President and the Vice President form the Cabinet of the Student Senate. It is in the Cabinet, which meets weekly as opposed to the Senate which meets twice monthly, that most of the issues which arise from the committees are discussed and refined before being passed on to the Senate. Rather than a lengthy discussion on all of these committees and their interrelationships, I shall attempt to expand on those committees which parallel Student Center Program Boards and comment on their relationship to the total Senate.

The Social Affairs Committee and the Cultural Affairs Committee are in direct parallel in programing functions to a Student Center Program Board. Each of the committees is divided into subcommittees which deal with the specific aspects of programming. The Social Affairs Committee is divided into the Film Series, weekend events, Coffeehouse Circuit, Fall Weekend, Spring Weekend and a Tournament Subcommittee, etc. The Cultural Affairs Committee is divided into a Lecture Series, Art Exhibits and the Student Artist Series. These committees develop their projected calendar of events for a semester, then working together with representatives of Greek organizations and other student organizations on campus, they coordinate a total Student Activities Calendar for the University.

As this would indicate, Student Center programming is not viewed as separate and apart from the other areas of the campus. It is viewed as a segment of the total out-of-class life of students at Hofstra. This has resulted in an increase of certain types of activities, the decrease in others and a total solidification of the Student Activities program.

Although the Student Senate and its various committees have faculty and staff advisors, advisor involvement in the development of these programs is minimal. The programs are initiated, organized and administered by students. The staff is there to raise questions, to generate discussions, and at times to act as resource persons or introduce students to sources of new ideas.

If the reorganization of the student government has done nothing else, it has forced student government to define for itself its areas of concern and responsibility. While doing this, student government has also examined why it exists and what its limits are. But the reorganization has not eliminated rivalry. Rivalry between committees has replaced the rivalry between organizations.

The Appropriations Committee is very concerned about the funds that the Social and Cultural Affairs Committees are spending. The Social Affairs Committee is extremely annoyed with the limited budget that is made available to them by the Appropriations Committee. The Academic Affairs Committee and the Student Services Committee are concerned about the quality of the concerts that are held on campus. The Social Affairs Committee and the Cultural Affairs Committee are extremely concerned about the manner in which the Rules Committee runs elections. Occasionally, the rivalry becomes heated and occasionally, it goes dormant but it is always there.

This seems to bring us to the starting point. Have we made a complete circle? Although it may seem that we have, we have not. The presently existing rivalry seems to have fallen into a comfortable equilibrium. The rivalry is there. Those involved are aware that the rivalry exists. But the existing rivalry is serving as a constructive rather than a destructive force. Their respective responsibilities, now defined, have become their major concern. The rivalry has become secondary.

The program board may be autonomous, subordinate, or absorbed, but somehow over some issue a rivalry will develop. Our task is not to eliminate the conflict, but to make it a constructive rather than a disruptive force. The elimination of rivalry, competition, and conflict causes us to become lazy. An overdose causes us to overemphasize the conflict and forget what we are about. Somewhere there is a middle ground where they serve as a catalyst.

Gary W. Webb, Student
Kentucky Southern College

The dynamic, energetic quality of our age and the accompanying tensions it produces makes the college campus an especially sensitive and exciting place in which to study, to live, and to work. In this environment, it is quite natural that certain conflicts should arise among groups which hold neither similar points of view nor common methods of approaching the same problems. The areas where the largest number of these conflicts occur are most often the agencies of campus government–student government and the college union. Often competition between these two powerful organizations is a constructive force in that it spawns a creative atmosphere on the campus; however, when tensions between these two groups reach extreme proportions, the effects can be disastrous. Consequently, responsible student government and union operations are necessities for the welfare of campus stability. It is essential that the functions of both student government and the college union be clearly delineated to the satisfaction of the entire student body because power struggles, especially on the smaller campus and to a lesser degree on the larger campus, can weaken the atmosphere which demands conscientious and creative work on the part of its students.

Mr. Herbert Wilshire, of St. John Fisher College, a participant in the 1966 ACU-I Conference, has clearly enumerated four criteria for an understanding of the relationship between student governments and union boards. These considerations include the following:

1. The size of the college or university.
2. The mandate of responsibility given to the student government by the institutions' Board of Trustees, or Board of Governors.
3. The objectives of the college.
4. The physical existence of the Union building.

The considerations involved here are primarily contextural in nature, but the most significant consideration to be examined is point two. The mandate of responsibility is crucial because it delineates the functions of student government. It is my considered opinion that the college union should not seek to usurp authority that has been delegated to the student government; however, in some cases, the only effective agency of campus government may be the Union Board. In such instances, the union board should not seek to delegate its powers beyond those defined by

constitutional or administrative authority; the reasoning behind this is simply that the Union's primary obligation is to "produce interesting and challenging activities" for the campus, not to *govern* student or campus life. With this latter area of jurisdiction comes responsibility for delegated, elected authority and the union board cannot become entrenched, at least it *should* not become so, in campus politics because the Board is primarily a programming and only incidentally a policy-making agency. The concerns of the union board are too comprehensive to be constantly involved in petty legal or constitutional "battles" with student government. Legal definition and acceptable interpretation of the functions of both student government and the college union board are absolute necessities if campus government and programming are to be effective.

The ideal union board should have delegated responsibilities under the existing student government constitution. Regarding the matter of budgeted finances, it is probably best that student government allocate a significant portion of its budget to the union board because the union is the programming agency of student government (again in terms of the ideal). The composition of the union board's membership should be comprised of both appointed and elected representatives. It should be cross-sectional in its representational status. The union board should have constitutional methods of providing continuity. Continuity is essential in the programming of student government.

Perhaps the most practical reason for reducing tension between student government and the union board lies in the fact it increases the efficiency of campus legislation and programming. Student government, especially on older campuses, is usually the traditional power structure on campus. A co-operative venture between these two most vital areas of student representation will do much for the prestige and the effectiveness of both groups. "A house divided against itself cannot stand." And this is the case in student government which seeks to walk the precarious balance between authoritarianism and anarchy.

THE ROLE OF THE COLLEGE UNION

William E. Rion, Director
J. Wayne Reitz Union
University of Florida

This statement, "the Role of the College Union," was conceived in an era of diversity and uncertainty. Post-war enrollment bulges were still present. The high war-time birth rate would soon be sending more students to our colleges. This was a period of intensive planning and construction of buildings labeled "unions," some with seemingly little rhyme or reason. Educational concepts of the union, if present at all, were usually limited to those pertaining to specific facilities. Visits to other campuses 100 miles in any direction would produce as many different and vague concepts as there were unions. Millions of dollars were being spent, many unwisely and wastefully. College presidents and planners were seeking threads that would bind together the various pieces of their union; but the total of their parts did not constitute a whole.

There was an organization known as the Association of College Unions; an organization composed of professional union persons. This was not one of those young educational groups established after World War II; but one organized before World War I, an organization 40 years old. This was the kind of group to which college planners should be able to turn for guidelines and from which they could expect responses which would assist in charting a course for what a union should be.

It was in this setting fourteen years ago, that a group of union people sat down to prepare a written statement–brief, concise, practical, applicable. Such a statement should offer guidelines to college planners of what a union ought to be, should establish a theme for its operation and should establish a goal toward which all could strive. Two years later, in 1956, the Association adopted the statement which is the theme of this discussion today.

Those of us who would dissect this statment need to be aware of the setting in which it was born and of the purpose of its preparation. It would be a statement which not only would undergird our professional association but would establish the broad goals for our individual unions. It would be born out of the needs of others, hopefully establishing a beacon to guide them. It would be, if you will, a salesman's pitch prepared for those whose preconceived ideas of a college union needed to be changed.

If each of us were asked in 1968 to write such a *Role,* I am sure each statement would be different from the other. I am equally confident, however, that each would include some of the basic tenets expressed in the original document. Four years ago, a group was asked to study the "Role" and to determine if and how it should be rewritten. That group concluded that, while minor changes in wording might be appropriate, it should remain as originally written.

The statement has been criticized for its meaningless verbiage, its trite phrases, and for the order of presentation of its main segments. Indeed, it has been criticized because very few unions, if any, truly accomplish the goals it established. While it may not represent achieved deeds, few would deny any portion of the statement as a meaningful objective. On a more positive side there are those who feel the statement is not inclusive enough to represent the true meaning of the union; that specific goals should be stated more clearly; or that important educational concepts have been omitted from it.

I believe the *Role* to be a good assertion of our desired concepts and see no need to alter it significantly. Should it be changed, however, let me offer three thoughts for your consideration.

The greatest untapped resource in the broad field of student activities is the general area of student organizations. Organizations such as fraternities and sororities and on-campus residential units receive considerable attention from the college administration. The remainder of organized life, with some exceptions such as student government and student publications, receive relatively little aid from university officialdom. Organizations directly related to teaching units vary in the amount of assistance received from their faculty. While some may feel the organization man to be an undesirable animal, I suggest he represents a considerable degree of permanence. The union could and should assume a greater role of support to him. Most unions assist organizations in meeting some of their needs for space and for physical equipment; but many do this as a kind of necessary evil thrust upon them rather than as an opportunity readily available to them.

Our *Role* talks about "training students for leadership" and "group effectiveness." I am wondering, however, if most of what we accomplish in these areas isn't confined to the union's committee and board structure. If we really were ". . . giving maximum opportunity for self-realization and for growth in . . . group effectiveness," we surely should begin with the existing group structure. Except for those students

working on our boards and committees (which in our fondest dreams would include probably no more than three percent of our student bodies), the heart of our *Role* is confined generally to the spectator and the attendee. The *Role* should give more emphasis to the union's relationship to organized student life. Here is a fertile field for planting the seeds of leadership training which we espouse so well.

Secondly, the statement may be enhanced by specific mention of a duty of the union to encourage the individual student's acceptance of his responsibility for the common good. While such phrases as "do-gooders," "altruistic service," "being my brother's keeper," "the responsibility for others," "promote the common welfare," and "the rights of others" seem to become more unacceptable to a larger number of people as the days go by, their significance remains as one of the basic foundations of our democratic society. The college union should not only recognize that significance, but should acknowledge it in its *Role*. We refer to "training students in social responsibility"; but it needs to be underlined.

Lastly, it seems to me that a task of increasing importance for the college union lies in the provision of a common forum. This forum should provide an atmosphere that encourages the checking at the door of fraternity pins, student or faculty identification cards, academic rank and course of study, visible differences in physical characteristics such as color of skin, accent, length of hair and national origin. Persons should enter the union as individuals of equal worth and identification. In this setting, one is apt to partake more freely of the union and its program, to benefit more directly from those around him and to contribute more meaningfully to others. The common forum provides for the accomplishment of deeds without confusing campus political party allegiances with responsibilities to the entire campus community; for the analysis of ideas without confusing freedom of inquiry with freedom of speech; and for the expression of beliefs without confusing the exercise of one's rights with the infringement of the rights of others.

The *Role of the College Union* is a good statement. It should be able to stand the winds of time, but it should not be subject to the occasional breezes of the day. Neither is it sacred. It should be examined regularly to determine absolutes that now may be obsolete. As one of the authors of the original statement, I especially appreciate the opportunity to participate in this examination.

Ernest L. Bebb, Jr., Director
University of Utah Union
University of Utah

For the past fifteen years I have observed that the most powerful influence by far in the determination of the specific role of any college union on its particular campus and within its own university community is the institution itself. Because of this I am very hesitant to state myself or endorse a statement which says what specifically or inclusively a college union is. *The Role of the College Union,* as fine a statement as it is, unfortunately did not describe a majority of the union operations in existence at that time. It did state what the career professionals in college unions believed the basic positions and responsibilities of the union on any campus to be. Nevertheless, some unions have been built, particularly since World War II, which emphasize a continuing education center more than they do student activities. (*The Role of the College Union* devotes over 50% of its dialogue to the development of the student through student activities in the union.) In a similar manner, conference facilities and food service areas, what we call service station facilities, and residence halls have dominated the building and staffing of some union operations much more than we might realize. I don't condemn this situation as much as I imagine many of my colleagues do. I know of a number of unions which have little intention of serving or including the alumni of the college or university in any other capacity than as a guest of the institution. Many faculty members see the union as the student center on campus. They do not feel a part of the union, nor do they desire to. Some facilities are often meager and/or so crowded by students that the idea of the union being the campus center (as opposed to a student center) is impractical. On campuses of any size today, the union is, at best, a coffee shop, a bookstore, an entertainment center (cultural and otherwise), and/or a bathroom to the vast majority of the student body. As devastating to *The Role of the College Union* as this might be, I place the responsibility for the stiuation, right or wrong, where I believe to the greater extent it belongs–on the individual institutions which determine the place the college union serves in attaining the educational and attendant goals of the college or university.

I don't think that this diversity of emphasis as to what a college union is damages the field or the Association. We are assembled here with colleagues and friends who would not be interested in applying for each others' positions. And still we share respect and benefit from each others' problems, direction and philosophy. The variety of material in our annual conference (often in healthy conflict) challenges the possibility of a universal role for all college unions.

If we accept the institutional determination of college unions as a fact, then I suggest that any statement of purpose or role that we can make about unions might direct itself to the following three areas:

Education: Whatever the college union promotes or provides should make a significant contribution, no matter how varied the reasons, methods, or degree of contribution, to the educational goals of the institution. I emphasize *varying* degrees of educational contribution. It would be presumptuous to assume that everything about a college union is educational to the same degree. The educational value of a cup of coffee in the snack bar or attendance at a jam session does not have the same educational value as an art exhibit or a dynamic student government.

Scope: In 1968, college unions are both much more and much less than activity complexes, student leadership laboratories, service facilities, hospitality and alumni houses, and even the community centers described by the 1956 statement. Such things as counseling centers (that idea might surprise some of us), conference centers, deans' offices, exclusive faculty clubs, welfare agencies, chapels, community restaurants, travel-study abroad agencies, and branch libraries (just to name a few examples) may be incorporated into the 1956 *Role*. However, they may not be included because of the emphasis stressed in the *Role* on a phenomenon which was peculiar, but not exclusive, to the fifties, however hopefully not exclusive to them. I am referring to organized student union activities. They survived where all others failed; unfortunately, a number of students failed in their survival. I can remember being required by my peers to skip a class in order to work on student activity projects if I were to join the organization. May we who teach never allow those who learn from us to tolerate such a condition for participation in student activities. My position at the University of Utah where I am also Director of Student Activities testifies that I am not against student activities. I feel that they have a place–an important place. If they do not keep their place, the students as well as the institution will reject student activities–and the union, as we know it– along with them.

Quality and Pursuit of Real Excellence: I believe unions have too long referred to union activities as those with which they are concerned. All others are tenants. If the campus newspaper, the yearbook and the student government offices were not for the union, the union would still survive–AND NO DOUBT SO WOULD THEY. If our role is to assist, but not perpetuate student activities, we have a responsibility to student government as well as the union board. If our role *is* to perpetuate or direct (in the literal sense of the word), then we have little real value to any student volunteer organization.

If student governments are alienated from the union and/or prefer being a tenant, then what about the independent groups? Let's take an extreme–the Students for a Democratic Society. If they exist on a campus, they are a part of the student body by virtue of this existence despite their announced intention to bring the campus community system to a halt. I know of one embryo chapter of S.D.S. which has practically absolved itself of any direct tie to the national organization because a union staff member said, "Yes, I have S.D.S. members on our desk; yes, I know their faculty advisors, and yes, I do have dialogue with them." (I realize "dialogue" is not the word this year; "confrontation" is. Perhaps, if dialogue had succeeded when we were so busy referring to it, "confrontation" might not be upon us.)

What about the individual when he is all-by-himself–alone, involuntarily or by choice (even the president of the student government or the union board isn't gregarious all the time)? We have long shunned those who don't work well in groups. What are our concerns and responsibilities for them? By some observations, they are out-numbering the "groupy" ones in our universities in the sixties. Group-oriented people tend to plan activities for group-oriented publics. Although browsing rooms, music listening areas, craft centers, and others are exceptions to this, most union facilities and services are not. We often leave our browsing rooms unattended and use mechanical vending in our snack bars to reduce the overhead. By doing so, we establish an impersonal tone. These places light, untamperable and uninviting to a person who already feels alone. If we feel a significant responsibility to the individual student when he is alone, perhaps our role should specifically include a statement directed toward him.

Our unions are often not ready to respond to the spontaneous. When I recently heard a reservations secretary who was carrying our instructions say, "I'm sorry, you have to be a recognized organization to reserve space in the union" in answer to a student's request to use an available room to go over a group project on which he and four of his class members were working. I realized how structured, how inflexible, and even more important, how unavailable to very real and not necessarily new needs we had become. I fully realize the reservation policies and maintenance requirements involved, but I won't accept "that kind of activity is not what we are here to serve." I am suggesting that we had better take a new approach to what kinds of activities our buildings should be accommodating before we plan them. Multiple use of facilities should not be limited to multiple groups! Perhaps our role should state that the union should also be the catalyst to the unplanned academic and co-curricular life of the campus. Stating that studying should not occur in the union is not endearing us to our faculty colleagues and the idea of not being able to study in any open, available and unprogrammed place on campus is absurd.

". . . the union provides for the services, conveniences, and amenities the college family needs in their daily life on the campus. . ." (from the 1956 Role of the College Union). If the union is to realize an educational position even in the daily operation of its facilities, it must do more than merely provide them. Its stated role should not neglect this fact. In an address at the 1962 Region Two Conference, Max Andrews stated that the union is a taste maker (not "taste director" or "determiner," but "taste maker"). The educational potential of the facilities and services of a union is much too vaguely implied, if implied at all, in the present statement. Without belaboring the specifics here, how our services are presented to our community has some significant educational potential in my opinion. I am sick and tired of the 'bargain center society' we seem to be inheriting on our campuses. Similarly, the tasteless, dumpy facilities which are seen from time to time can hardly be said to reflect a philosophy or suggest a conduct which is concerned with promoting worthwhile, significant leisure time activity. When snack bars appear as cheap bus station beaneries, information desks as police benches, and when formal lounges are as inviting as museums of "look but don't tourch" furniture arrangements, we smack of saying "do as we say, not as we do." And if one manufacturer's criminal adaptation of the Herman Miller shell chair is accidentally taken as good design because it is new and easy to stack while LeCorbusier and Bauhaus-Weimar remain unfamiliar, funny foreign names to the student members of our community, an educational potential which might influence life-long appreciative living is missed.

The 1956 Role of the College Union, I am sure, was the result of many hours of careful deliberation. It represents a splendid position for a union on a campus. Whether the average college union determines its own role or essentially plays one on the campus might make a good session topic in itself. I believe that most unions do a bit of both. Therefore, I suppose I would feel more comfortable with a role for most all unions and . . . for as long as possible . . . for all seasons.

Richard C. Reynolds, Director
Erb Memorial Union
University of Oregon

Pick one of the largest, busiest and probably the newest building on almost any campus and you will probably learn that it is the union. It may be called the University Center, the Student Union, the Memorial Union, or in more colloquial terms, it may be the S.U.B. or the H.U.B., or the V.U.B. or the M.U.B.

By any name the union at one end of a continuum provides a rest and service station atmosphere and at the other end an increasingly exciting collage of human interaction and experiences. To think that the hundreds of variables which must contribute to the very unique physical facility and paracurricular program on each of our campuses will permit the recognition of a common *role* is presumptuous to say the very least. For a group of professionals to ascribe to a general goal, or list of common objectives, might be a more logical undertaking.

Consider some of the variables. A president who sees the union as a memorial and an entertainment center for university guests and donors as opposed to the president that visualizes the union as a "happening with a food service." The director may be a retired army officer with no more understanding of the profession than he may have picked up in the Officer's Club or in a Saigon night-spot, as contrasted with the director who has a firm academic background in business management and in the sociology of change. The facilities which may be designed for some obscure use other than that needed by active youth in seeking answers to today's social and political issues–punctuated with good food and recreation. Students from distant rural areas or crowded slums, as contrasted with the self-centered, overly sophisticated youth from a Chicago suburb, respond much differently to the union organization and to the university establishment as a whole. The older unions evolved from a need quite different from those that have emerged since 1950. Their goal to fulfill a need in the academic community is as different as the organizational means to meet them.

How can we, in good faith, recognize enough in common to say that we share a common role? Similarities do exist–however, are these similarities so definitive that they sufficiently set us apart from a large number of other social institutions?

Where I feel our statement fails is that it (l) gives little recognition to a greater variety of means to attaining an end; (2) gives no recognition that a union may house rather than sponsor programs; (3) gives no recognition of the existence of a high level of expertise in other groups on the campus which permits them to engage in valuable programming and the importance of our program staffs to work with these groups as a part of the larger program; (4) gives no recognition of the need to coordinate the facilities of the union for all programs equally and equitably.

Let's examine section number one of the *Role of the College Union:*

"The union is the community center of the college, for all the members of the college family-students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college."

Although the union may be considered the community center of the college–and I have no objection to this–we must not neglect to fully appreciate the existence of other centers on the campus. We must not only appreciate these, we must learn to work with them in our mutual and common spheres of interest. Consider, for example, the fine programs offered students living in our residence halls and church centers. Either of these can in many ways deal more effectively with faculty-student interaction than can the large campus union. To say the least, social events, commercial film progress, exhibits and lectures can many times be as successfully produced in residence hall or church center programs as they can in the union.

It is my feeling that such events not only can, but should, be an important part of those programs. Neither our staffs nor our committees have a corner on the expertise or the desire to put together fine programs in these and other areas. If, indeed, we are the community center, then we must develop a professional orientation designed to provide resources–both educational and physical–to all of the community. A "well-considered plan for the community life of the college" involves much more than "a building (union), an organization and a program." It also involves a total commitment of the professional staff to the whole of the academic community.

The second item in the *Role* reads:

"As the "living room" or the "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom."

The "hearthstone" at the University of Oregon is crowded. It is so crowded that it has overflowed into nearly every building on our campus. If our union is the hearthstone then we have the biggest fireplace of all time.

If we would drop the terms living room and hearthstone, and if we would admit that others also share some few of our concerns by saying that "the union provides *many* of the services . . . etc., I could then begin to accept this portion of the statement. I dare say, however, that the degree to which faculty frequent the unions for social and intellectual intercourse with students is less than in earlier years–due in large part, I believe, to crowded facilities and specialized interests of faculty. I feel that this portion of the statement represents a desirable *goal* that we as professional people should strive for. A provision for this relationship demands the implementation of a philosophy directed toward the establishment of areas of common concern within the union which will *attract* and *hold* all members of the community. Somewhere in the *Role* such a goal must be strongly stated. Hopefully, in our mutual philosophies, we share in seeing a long range blending of the academic and paracurricular avenues of our university into a thoroughfare dedicated to meaningful, group initiated, community inspired, human interaction!

Section three of our *Role* states:

"The union is part of the educational program of the college.

"As the center of college community life, it serves as a labotatory of citizenship, training students in social responsibility and for leadership in a democratic society.

"Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

"In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects."

I couldn't agree more than I do with the first sentence–unless we were to modify the word "part" by inserting the word "important." This sentence should be one of our primary tests against all that we endeavor to accomplish. It should be emblazened upon every purchase order, upon every desk pen-set, upon every food pan and mop bucket and upon the accountant's desk pad.

Further in this same section reference is again made to the program of the union. Perhaps the majority of the programming is presented by the union committees composed of students and faculty who are charged expressly with the task of "social education" within the union and for the campus. However, other programs are presented by non-union committees. These groups may or may not have sought out staff advice and counsel, however, they have sought out the facilities of the union building to present their programs. These programs often raise issues and ideas not already treated by the union committees and, in effect, help in providing a balance in program. The audiences seldom are appreciative or responsive to the facts of who has *sponsored* the various programs.

Our *Role* should relate a commitment to all programs–regardless of sponsorship. Admittedly, central, officially designated body must exist in the programming area (to say nothing of a body to advise the staff on policy and management matters) to fulfill certain basic functions, among which are: (l) to provide, through a larger and more stable budget, a steady source of program; (2) to guarantee that certain paracurricular needs are always met; (3) to reach out into the unknown and heretofore untried areas of experimentation in programming; (4) to sponsor those programs needing greater budgetary backing; and (5) to coordinate, if no co-sponsor, programs of others. These needs are great and must not be taken lightly. But we need not think of them as having priority or as necessarily being the most responsive to campus needs.

The fourth and last portion of the *Role* reads:

"The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

Fine–if true and deserved! I believe this to be a most worthwhile goal. It is one which I hope that we do, or will, deserve. I feel that the only way to realize such a goal is to have a staff that is capable of exercising a leadership position and to excite others to do the same. The staff must have vitality in counsel and sensitivity in responsiveness if this is to be accomplished.

In summary I would like to list several specific items which I would hope that our *Role*–or *Professional Declaration*–would refer to:

1. A definite reference to both the core and the total university paracurricular program–including union and non-union sponsored programs.
2. A clear reference to the building as a facility and as a provider of certain services. Each, if done properly, has an educational function of its own.
3. A concise statement of the essential relationship between the management function of the union as a facility and the union as a program.

I will leave the fourth item for the next decade–a statement relative to the role for instigating socio-political-educational change.

Roger L. Rodzen, Director
College Union
San Jose State College

In our burgeoning, vigorous, affluent, and technologically oriented society the time seems ripe for college unions to examine not only their formidable problems, but their magnificent opportunities. How have college unions faced three blank spots on the map of knowledge; space, the oceans, man? From a curricular viewpoint, these are most certainly the keys to man's ability to live with himself, but also these three things lead down the pathways to man's extension of himself. For example, an ever increasing problem (but yet a most significant programming opportunity) is human stress. Does our understanding of social change and societal direction reflect itself in such program opportunities or are such things clearly within the province of the health and counselling centers? If we believe that higher education will, in the not-too-distant future, become the axis of our existence with the ratio of communication, work, and recreation lopsided in comparison to today's standards, then this role should be examined with dedication, rather than curiosity.

The current role statement uses several terms, among which are "community center," "living room," "laboratory" and "training." I have some concerns about these terms as well as the reason for a role in the first place.

Let's take the word community. I am constantly amazed at the simplistic usage of "community." With so many of our campuses being split into more and more segments, (some are created as segments), I often wonder whether college unions remaining as community centers is a valid proposition. With more and more insistence on separate faculty clubs, separate, and sometimes elaborate, alumni houses, branch unions, branch cafeterias that serve as branch unions, we are most assuredly providing services where necessary, but are we really able to live with the concept of community center? If we are, then it would seem a continuing redefinition of community is required. We must define well enough so that the road from debating society through urban monolith to (if we believe what we read) smaller, totally planned platforms of living can be as well-mapped a road as possible.

When thinking of a college union as a laboratory of learning, I think of controlled experimentation and generally directed activity. This, of course, leads me to wonder whether "training" is an acceptable approach to union program. In attempting to enhance an atmosphere of learning appropos to the union program, an arena of confrontation of ideas, values, and people becomes more meaningful to me. It is difficult to determine in the college union field whether a person is being definitive or defensive when he speaks of "educational program." Educational program certainly provides consolation for existing approaches to union programming but does it always give insight into individual potential? Many of us spend hours justifying the union's educational role (to others and ourselves) when there is no need to fear the sword of educational irrelevancy. When we observe students using the process of judgement and assessment with the resultant responsibility for results, they then become the defense for what we do, not what we say.

As we read further in the *Role* we find references to unification, culture, and loyalty. If only we could bottle and sell culture, we could all retire soon(er). Rather than bottle and sell culture, I would prefer to take a new look at an old term so that I might better live with this definition of role. It seems to me that unions should not only mirror, but contribute toward the development of the state of society in which we live. Why not take a practical look at our educationally oriented program so that we might better know whether we are observing our "culture" in action. In observing such a reflection it is more appropriate than ever that the union be a partner in the illumination of alternatives rather than subsidiary to the formal curriculum. If they are to survive evaluation, unions must become vehicles for opportunity and further reflect a commitment by the college or university to encourage development of personal values.

As we think of varying roles, we are again committed to providing programs and conditions which develop as fully as possible maximum involvement (spectator *or* participant) recognizing diversity of personal interests and widely varying time spans of interest. The union field cannot be, from an organizational viewpoint, all things to all men. Can we really be unification agents? Can we really generate loyalty to the institution or, in fact, do we frequently generate loyalty only to the union?

If the role of the college union is indeed our thread of conscience, then I would hope that such a role would reflect bold appeals for the coupling of forethought and innovation along with insisting that the union program constantly provide testing grounds for contemporary thought and action. Goals should be adopted that reflect continual evaluation of social change. We live today, but do we think "tomorrow"?

A statement of philosophy adopted by a special California State College statewide planning committee, follows, not as a recommendation, but as food for thought.

> "The College Union integrates the objectives of education held by the California State Colleges by providing opportunities for intellectual and social growth, for development of personal values, and for interaction through which life gains meaning and significance. The Union is, therefore, an educational concept expressed through programs conceived by, and for, students and other members of the college family.
>
> "The Union is the community center of a college which encourages the interaction of diverse people, ideas and values. As a facility it provides to the campus community, services, conveniences and amenities which broaden and enrich the lives of all its members.
>
> "In its unique way, the Union encourages the development of individual potential by providing an opportunity for the freedom of choice which requires, through individual proliferation, assessment, and illumination of the alternatives, an acknowledgement of the responsibility involved in this privilege."

PART THREE: MANAGING THE UNION

UNION SERVICES - THE UNIQUE AND THE NEW

Marvin O. Swenson, General Manager
The Students' Union
University of Alberta

The following services will be new to some and old hat for others. At least as of this writing they are not in general use in union buildings and hence qualify as ideas to be passed on for consideration by those looking for something fresh in union planning and programming. Without exception each of these services is in use in at least one union.

1. BROWSING ROOM--MUSIC LISTENING ROOM--ART GALLERY COMPLEX

The above facilities are commonly found in union buildings; however a new approach is to group them in order to make them available so a minimum number of employees are required to supervise the area and to save floor space. The facilities are designed in such a manner that a single control desk can be used to handle the record listening requests, supervise the periodicals and books, and provide security against the theft of paintings. Display facilities can be incorporated into the entire area, thus increasing the amount of display space while still providing a controlled area and permitting multi-use. A single entrance requiring passage by the control desk and visual contact with all areas by the attendant on duty are musts.

2. CAR POOL BOARD

Due to increasing parking problems on most campuses, ride pools have more and more become necessities. The purpose of the car pool board is to facilitate the car pool arrangements. The board consists of a large map of the city, marked off into areas and numbered. For each area correspondingly numbered pockets are provided for persons who drive cars who would like to participate in a car pool and a pocket for those who do not drive cars wishing to arrange rides from the area. In addition, a supply of cards must be handy for both riders and drivers. Cards are filled out and placed in the appropriate slot. Those in the various areas may examine the cards, select persons living in close proximity to them, and arrange their own car pool.

3. CHARTERED BUS SERVICE

The charter bus service aims to provide low cost transportation to and from the campus. Buses are chartered by the Students' Union, and run over prescribed routes during the time students are arriving on the campus, and also during the period when they are leaving. Students purchase bus passes for the privilege of using the service to offset the cost of chartering buses.

4. COIN OPERATED COPY MACHINES

Coin operated copy machines are now available which permit persons desiring to copy documents to do so by depositing a coin. Such machines are commonly found on campuses in libraries and bookstores. Those which have been located in student union buildings have received heavy use, and can be selfsupporting in terms of cost. It requires approximately 2,000 copies per month to break even on the operation.

5. CLOSED CIRCUIT TELEVISION LISTINGS OF "TODAY'S" MEETINGS

Listings of the meetings to be held in the union building each day are displayed on television monitors located at each entrance to the building and at other key points. The chief advantage of this system is that it permits listing the events by typing the schedule on a standard typewriter. A further advantage is that a number of locations for the listings are possible. A camera and monitor is located near the scheduling operation. Such systems can be purchased for approximately $4,000 with installation costs depending upon the availability of conduits from the central camera location to the proposed monitor locations.

6. CURLING ICE

Curling is a game that is very similar to table shuffleboard played on ice surface. The size of a sheet of curling ice is roughly twice as long as a bowling lane and three times as wide. League competition similar to bowling is a main activity. The ice surface can also be used for ice skating and the rink can be designed so as to permit other uses of the facility. Curling is a very popular game in Canada and has gained some popularity in the northern part of the United States.

7. EMPLOYEE PAGING

As buildings get larger, contacting building staff members when they are needed is an increasing problem. Although there are a number of systems available, a simple bell call system employing the building sound system is very efficient and simply installed. Each person has a specified signal which alerts him to the fact that he is wanted. The staff member then calls a pre-arranged location or goes to this location to determine the reason he is needed.

8. DUPLICATING SERVICE

Duplication of class papers, club minutes and notices is frequently not available to non-university departments. Some unions make available a spirit duplicating machine which students operate for themselves. Others duplicate stencils which have been prepared by the groups in question. One of the most effective ways of accomplishing this at the present time is through the use of a high speed copy machine. These machines operate much as an ordinary copy machine except they produce multiple numbers of copies at high speeds. Machines are rented and normally carry a copy charge for a minimum number of copies. Cost per copy normally reduces as the number of copies increases. Copies for each organization can be metered separately and charges made to that organization. Other types of duplicating services can be provided such as mimeograph, offset, and spirit duplication. Offset appears to be the most economical method although the original cost of the machine is higher than either spirit duplication or mimeographing.

9. HITCHING POST

In a convenient area such as the union's bus-loading zone or parking lot, signs are erected for various locations in this city. Students desiring rides to these areas stand near the signs where other students travelling in the same direction may pick them up. Financial arrangements are left between the student driving the car and those riding with him.

10. ICE SKATING RINK

A number of unions have installed ice skating rinks, both of the outdoor and the indoor type. In either case, for the most successful operation, artificial ice is desirable. When they are outdoors they usually take the form of a courtyard which has a variety of other uses in nice weather. An indoor ice skating rink makes an ideal place for carnivals, large dances, and display area when no ice is in the rink. Pipes for freezing ice can be covered with concrete, making the floor suitable for these activities. Other games and roller skating are frequently used in the same area. If an ice skating rink is to be included special ice surfacing equipment is necessary and skate sharpening and skate rental programs are desirable.

11. IDENTIFICATION CARD SERVICE

The purpose of the I.D. card service is to provide a method of obtaining pictures for official identification cards and having cards laminated. Polaroid cameras especially equipped for I.D. sized photos are available and in addition, laminators and die cutters are required. Students present I.D. cards which they receive at the time of registration, to which pictures are adhered and the cards are laminated. The total time to produce such a card during the peak period is approximately five minutes. The service can also be made available to laminate cards for student organizations and other groups and to laminate other cards and documents for individuals. The cost per card is nominal once the equipment has been purchased.

12. IMAGE PROJECTION

A number of ballrooms and theatres in student union buildings are now equipped with image projectors. A design is cut out of standard brown wrapping paper and covered with cellophane of various colors as desired. A light from a special lamp is then shone through the image and onto a wall. Dance themes, background scenery, and other decorative units can be projected in this manner. The angle of projection can be very sharp, thus eliminating any shadows from persons walking close to the projection.

13. MASTER CALENDAR

Master Calendars are now common in a number of unions, however they still have not come into general use and philosophies of master calendars vary considerably from union to union. Essentially the master calendar is a large display on which the activities which are of interest to the campus are listed. The most popular design employs a 4" X 6" card for each day of the year which can be removed from the calendar and placed in a typewriter for ease of making listings. Location of the calendar should be convenient to the person planning and co-ordinating programs if the calendar is to have its most effective use. The publicity function is secondary, and the calendar should be thought of as a tool to use in program development and coordination. All events held on the campus are normally listed on a master calendar. Union building scheduling is related only to the extent that building facilities are used for a particular program. These need not be scheduled at the same location necessarily. Co-operation with other persons on the campus scheduling facilities for programs is very important for the most effective master calendar.

14. MESSAGE CENTER

The aim of the message center is to provide a dependable service and a location where students and staff can leave and receive communications. Messages are received either in writing or over the telephone and held until picked up by the person for which they are intended. In order for this system to be effective, it must be handled carefully with complete follow-through on each communication. If done in this manner, it will become an important service and meeting place on the campus.

15. LIGHTING SERVICE

The purpose of a lighting service is to make equipment available for use by student organizations and other groups presenting programs and social events. Spotlights and other lamps are purchased and made available to student groups who are decorating for an event. It is usually best to require that an attendant assist in the setting up of the lights who will also check their condition at the time of check-out and the time of return.

16. PORTABLE TICKET BOOTHS

Ticket booths are often required in relationship to events of various types held within the students' union building. Whether these be for an auditorium, a dance, a food event or advance sale of tickets it is handy to have available a portable ticket booth. The booth should be designed so as to accommodate a seated teller. A cash tray and a ticket compartment should be built in and the compartments should be lockable. Provisions should be made for a seating plan if the booth is to be used in conjunction with a sale of reserve seats. The booth should be mounted on casters for easy movement. Such a booth can be designed so as to fit harmoniously into the general building and interior design of the union.

17. RIDE EXCHANGE BOARD

The purpose of the ride exchange board varies from the car pool only in that its aim is to provide a contact point for students seeking transportation to destinations outside the university community. It is most popular at the end of the term and during vacation periods. The aim is to assist both students seeking rides and the persons driving cars who wish to locate others who will share the expense of a trip. A board listing the usual destinations is set up with pockets where riders and drivers can deposit cards listing their destinations and time and date they wish to travel. Unlike the car pool exchange, a map is not necessary for this type of a display to be successful, and a table-top display is readily arranged and satisfactory. The union staff removes out-of-date cards periodically.

18. SHOE REPAIR AND LAUNDRY SERVICE LOCKERS

Frequently students desire a convenient place to obtain both shoe repair and laundry services, but the volume is not large enough to justify an outlet in the student union building. One solution is to provide a bank of coin-return lockers equipped with direct phone lines to the laundry and shoe repair shops contracted. The student wishing to obtain a service calls the business via the direct line and indicates the work he requires. A representative of the business quotes the appropriate charge and instructs him to put his laundry or shoes in a specific locker. The student deposits his belongings together with payment in the appropriate locker, retaining the key until such time as he returns to pick up his goods. Upon returning, the customer checks via the telephone to be sure that the goods have been serviced as required. If they are, he opens the locker and removes his belongings. At this point, his coin which serves as a key check is returned.

19. SIGN POSTING SERVICE

The purpose of this service is to assist student organizations to have their signs posted throughout the campus to advertise events. A number of students are employed to post and remove these signs. Groups desiring the service bring their signs to the students' union building where they are picked up by one of the signboard men, and posted on the campus. They are also removed after the event. A small charge is made to the group to offset the cost of this service.

20. SOUND SERVICE

Sound service operates similar to the lighting service except that it makes P.A. equipment available for groups desiring to use it to publicize events and also requiring public address systems at the events themselves. Portable P.A. equipment is purchased and maintained by the students' union and it is loaned or rented to campus groups. This service is usually supplementary to the campus audio-visual service which frequently does not loan equipment to student groups.

21. SOUND SHELL

Sound shells have an unusually large number of uses in the students' union building in addition to serving as sound shells for concerts and dances held in the building. They are ideal for masking off various areas and creating rooms within rooms where a separate portable wall system is not available. They also can be used in conjunction with decorations to create a backdrop for a theme display. Many sound shells are available commercially, most of which come complete with storage carts and casters on the separate sections for easy movement. They can also be constructed locally, but in this case attention must be given to the storage problem and the weight of the components in order that they are easily used.

22. SPACE SCENERY

Space scenery is a technique that has been adopted for open-stage type theatres, that are now gaining popularity in the theatre world. It employs free-standing props which easily fold flat for storage. These props are three dimensional when in use and hence eliminate the need for making drapes, stage clamps and other fastening systems. In addition to being useful in theatre, they can be used in ballrooms, both in conjunction with decorations for dances and when these areas are used for concerts and other dramatic productions.

23. TRAY VACUUM SYSTEM

Tray vacuum systems have been proposed for some of the newer unions, but as yet, to my knowledge, have not been successfully designed. They are an interesting idea however and are included here for that reason. The idea is to locate a vacuum system over the dish tray conveyor so that paper may be vacuumed off the trays prior to the time they reach the dishroom. The system would undoubtedly only pick up dry paper, but if even this could be accomplished it would greatly reduce the scrapping problems in the dishroom itself.

24. WANT-AD BULLETIN BOARD

Bulletin Board is located in a well travelled section of the building where students are free to list, in want-ad form, their requests for services, items for sale, places to rent, typing services and similar want-ad items. This system works most efficiently if the size of the card on which the notices are typed is standardized. In most cases it works best if a typist employed by the union actually types the card and posts them on the bulletin. All cards should be dated so that they can be removed after a specified time, in the event that the person asking that the the notice be placed does not inform the union when it is no longer valid.

25. OTHER SERVICES TO CONSIDER

The following services have been included in some of the more recent buildings and may be of the type which someone would want to follow up further.

1. Supply portable display units for persons travelling off campus wishing to take display material with them.
2. Sauna Baths
3. Locker and shower rooms for persons desiring to change clothes prior to attending an evening meeting on campus.
4. Establish a conference registration center.
5. Establish a central telex serviee for those wishing to send and receive messages from other organizations having the telex service. This can be particularly helpful in conjunction with communications between student newspapers.
6. Provide thesis and term paper typing and thesis duplication.

Ernest M. Christensen, Director
Students' Union
University of Manitoba

1. ADDITIONAL SOURCES OF FINANCING UNION BUILDINGS

While banks in union buildings are not entirely new, administrators planning new buildings or additions and facing the problem of tighter federal monies, plus higher interest rates, should consider banks as a possible financing method. Banks in union buildings provide a needed service to the small college located often miles from a community or in the large university they become a needed necessity for self-contained populations of ten to thirty-five thousand people where often the university community is a larger population segment than many towns or cities in the State or Province. Five things to consider when placing bank tenders out for bids:

1. Possibility of tying loan rates for union building into rental agreement. (University of Manitoba did this and saved ½% off the prime interest rate of lending.)
2. Establishing a minimum bid to be accepted. This makes the competition a little more fierce.
3. Possibility of accepting a pre-payment of rent for 10-20 or 30 years–thus reducing total amount of loan monies to be borrowed.
4. Rent to start at construction time not when building opens.
5. Agreement of bank to allow a university committee to establish policy for hours of operation, and general services offered to the university community.

2. MONDAY FILE

Keeping track of the hundreds of small details involved in operating the multi-phased union is often a problem area for union administrators. The Director of the University of Manitoba Students' Union employs what he terms a *Monday File* to keep abreast of administrative details.

A loose-leaf notebook has been divided into twelve sections–each one labelled for a different month of the year.

When an administrator sends a memo, letter, request for action with another university department, telegram for booking agency contract, or any other form of communication which requires an answer or action to be taken, he instructs his secretary to type an additional carbon copy for placement in the *Monday file.*

If an immediate reply is requested the copy is placed in the correct month section–months keep rotating–if the reply is expected one month hence then it is placed in that particular month and so on.

Each *Monday* the secretary places the notebook file in the administrator's in-basket. He leafs through and is immediately informed of actions which have been neglected, delayed or just not answered and can take appropriate steps to correct the situation. If action has been completed he discards the Monday file copy.

The *Monday File* has proved useful with regards to the many small details of operating the union particularly if the administrator is dependent on other university departments for operational aspects, or if he is short staffed and cannot follow-up many minor, but important details.

3. PLANNING NEW BUILDING - INVOLVING ACADEMIC CLASSES

Planning a new union or an addition provides the union with a unique opportunity to expand on its education role. At the University of Manitoba Students' Union the following academic departments have assigned class projects which relate directly to planning the new union building.

Architecture School: Assigned one class to design display unit for newspapers. Project completed–Union Planning Committee accepted one of the designs for the new building.

Interior Design School: Assigned one class to design unique kiosks for the new building. Union Planning Committee has accepted three of the designs and they will be tended as part of the furnishing budget.

Fine Arts School: Will assign a class to design various graphics signs to be used throughout the building. One of the architects has been assigned Judge–if designs are acceptable, they will be used in the new building.

Commerce School: Has assigned students to assist the Planning Commission to prepare amortization and interest schedules for financing the new building.

Law School: Students have explored some of the legal aspects of renting space to a Barber Shop, Beauty Parlor and Travel Bureau. Being a provincial institution this might have resulted in problems. The law students looked up cases and prepared much of the background information for the union's lawyer–thus holding down legal fees to a minimum.

Interior Design School: The Director of the school was furnished with 12 large cement pots and she is in the process of growing–at the Interior Design School–large green plants for use in the new building.

Engineering School: Discussions are presently underway with the Dean to have graduate students design an electric sign board for news and information–much like those used at EXPO or Times Square.

City Planning Department: With the advent of the new union which was placed in the centre of an old established campus, traditional traffic patterns were disturbed–particularly the central bus station. A graduate student in city planning submitted a thesis project dealing with the re-location of the bus station.

Interior Design School: One student completed her theoretical thesis project based on an early set of preliminary plans of the new building.

Home Economics Department: Plans are being worked out where one class in Home Economics is to work with the Food Consultant in preparation of the many aspects of detail kitchen planning. When the original Food Service Survey was prepared to assist in determining food facilities priorities in the new union, one class of students was assigned to work on the questionnaire and later involved themselves in scoring the sheets–along with completing customer counts in existing food areas.

Other projects under discussion with academic departments are: use of Interior Design students in selection of furnishings and equipment; Fine Arts students to design map board; Architecture students to design unique bulletin boards; Interior Design students to design mobile tickets and sales booths for students to display information and sell goods; Commerce students to work on staffing training manual; Plant Science students to start growing some unique plants for use in lounges; Communications students to work out details of closed circuit television system which allows taping of student government meetings and later re-broadcast in union and dorms; a unique campus map to be built by class in Architecture and used near union information desk for visitors.

DIALOGUE WITH OURSELVES: INTRA-UNION COMMUNICATION TECHNIQUES

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COMMUNICATIONS DEFINED

Webster defines communication as "a giving of information by talking or writing." The word, communication, is derived from the Latin *communico* which seems to imply more than just something that is written, told, or heard. The Latin term gives as a definition "the act of sharing or imparting a share of something." The term implies communion–a sharing of something with others in a spirit of mutuality.

Certainly this definition implies that communication is a two-way procedure; the presentation of knowledge from one source and the reception of knowledge by another source, upon a foundation or common denominator of concern. Without this exchange there is no communication, and without communication it is impossible to organize and coordinate all those bits and pieces of knowledge which may be available. For our purposes, then, communication is not merely "the giving of information," but the willingness and direct awareness to exchange information so that it may be organized into a meaningful whole.

Furthermore, in college union administration, communication has a time element. In this business of providing convenience, cultural, social and recreational services and activities for the campus, staff members need to be kept informed about what is going on or what is being planned within the union structure. Without communication, it is impossible for the union to perform its task to the best of its ability or use time, staff or space to the best advantage. Great advantages come from being able to convey information fully and completely to one another.

Dialogue with Ourselves: Intra-Union Communication Techniques attempts to offer techniques to solve the ever-present problem of communication, first, between staff members of union departments and, second, between the union staff and student members of the union activity program. Communication is the key to success.

COMMUNICATION IS THE KEY TO SUCCESS

It has been said that the failure to communicate is the greatest single problem of the human race and its solution cannot longer be left to chance. We might view the union and its administration as a microcosm and relate the general principles of communication to it.

Better communication is the key to success. Each time administrative officials communicate with employees and/or volunteers, there is an opportunity to increase the employees' or volunteers' understanding and support of the union's objectives. If either group fails to understand its role in the operation or program, or if the communication is met with indifference, the union has lost part of its potential effectiveness.

An employee or volunteer must feel his contribution to the union is important. Most people want to feel a part of things and any technique that is used must be sincere and acceptable. The employee or volunteer who feels important to the operation or program, even to a very small degree, will have a positive attitude toward his work and supervisors. The success of any union operation and its program depends upon getting the facts across to every employee and volunteer affected, regardless of job level or extent of responsibilities.

BASIC PRINCIPLES OF COMMUNICATION

Techniques must be developed that take into account the best procedures for keeping employees and volunteers informed. There are some basic principles to follow:

1. Supervisors must be kept informed. More important: supervisors should be informed before any information reaches the "rank and file."
2. Communication goes up as well as down.
3. Whenever possible, reduce the number of communication levels.
4. Each employee or volunteer should feel his contribution is important.
5. Make any message receptive and effective.

We must first of all acknowledge the importance of a well-informed work force. The employer must be willing to honor the employee's dignity and intelligence by telling him the truth and trusting him with information about the organization.

Someone has to decide what it is the organization wants to say; to whom it should be said; and what results, if any, are to be expected. This is a management function, and only after the objectives are clarified does one talk about technique.

Almost anything we do in management is related to communications. Most personnel management publications emphasize the importance of good communications and how to develop the best possible methods of fostering it.

COMMUNICATION TECHNIQUES

Successful unions use different media to communicate with their employees and volunteers. Some commonly used techniques are as follows:

1. *Union Planning Booklet.* For new unions it is advisable to have a booklet which contains materials relative to the operation of the union program and building services. Such a booklet or reference manual should be prepared with two groups in mind. It should aid the members of the union's governing board as well as furnish the union's supervisory staff with an orientation handbook and reference source.

The booklet or handbook should contain materials which interpret the organization and make-up of the union program and services. Such materials should be determined by the needs of the "campus community" and the role which the University expects of the union as far as building services and program are concerned.

Examples of items that could be included in such a reference handbook would be: an introduction and history of the union movement, a definition and purposes of the union, relationship of the union to campus activities (both students and faculty), union constitution, facilities, staff, financial and other policies, and an operation summary.

Much of the above material may be adapted later to an employees' manual, guide book, or operational procedures booklet.

2. *Employees' Manual.* An attractive and informative employee's manual or handbook is normally a part of each union's personnel program. Such a manual should be a compilation of all the policies, rules, regulations and other information that make up the conditions under which employees work. It is a source of information about the union, its history, objectives and expectations, as well as the benefits and services offered employees. Often times such a manual should be an addition to the civil service or faculty handbook.

An accurate, up-to-date employee manual will save considerable time and expense of memorandums, bulletins, announcements and personal reminders. Furthermore, it can save the union staff many hours that might be spent in answering problems that have been handled before. A manual can be an invaluable aid to good supervision, supplementing other job training and personnel administration.

All employee manuals have a limited shelf life. Unless your publication reflects current policies and practices, it will quickly lose its usefulness. It is best to keep these booklets in loose leaf form and provide for regular review, revision, and, when necessary, reprinting. It must also be well designed and well written.

3. *Training Film.* Moving or slide films are many times more effective than other media. An orientation film program can be adapted to the employees' orientation manual and tailor-made to local needs. Often times a movie or slide program can be entertaining as well as informative.

It can be an important means of orienting the employee, familiarizing him with the union, its management and policies, as well as putting him at ease in his new environment. The employees' manual with accompanying orientation film is often the first contact the employee has with the union after he is hired. If it is written and produced with this in mind, the manual and film can be used effectively to answer the questions uppermost in the employees' mind.

4. *Organizational Charts.* Union organizational charts are normally drawn with lines of authority leading to and from boxes which represent the various functions and positions within the building. This kind of chart, and this kind of thinking encourages "isolation-booth" attitudes and does not relate well to the Activities-Union program with its many faceted purposes and services. A more desirable and meaningful chart might be a collection of interlocked or inter-related circles with some circles more tightly interlocked or positioned than others—these circles representing centers of authority.

5. *Job Descriptions.* It is the responsibility of the supervisor, often working through civil service and university personnel representatives, to prepare job descriptions of all jobs in his department or section. It is important that all jobs be properly classified with determined wage ranges.

6. *Weekly Staff Meeting.* A weekly face-to-face verbal communication program can foster better understanding and establishes a closer personal relationship between supervisor and employee. Better communications among supervisory personnel is often difficult to obtain due to lack of time or opportunity. The best approach to solving this problem is to have a formal meeting once a week. While staff meetings are time-consuming the benefits are well worth the time and effort. Communications and coordination through staff meetings bring about a common understanding concerning building operations.

A possible result of a staff meeting is often times a chain reaction which carries the message downward. From interdepartmental associations and contacts flow information, which spreads and is disseminated to other employees. As the information is satisfactorily relayed, the decision-making of supervisors and staff people throughout the operations becomes easier and more effective.

7. *Employee Meetings.* From time to time special meetings of all employees or departmental meetings become necessary.

8. *Weekly Supervisor-Employee Meetings.* Oral communications are the basic foundations of the employee-supervisor relationship and the most satisfactory method of communications. The basis for this program is to develop the most effective two-way communication through weekly meetings of supervisor and employee. The meeting should consist of bringing the employee up-to-date on information relating to his position and an opportunity to discuss common problems. Other benefits of such meetings might be: to anticipate and solve problems, to give personal recognition for jobs well done, to establish an upward flow of communication, to provide a sounding board for possible or proposed policy changes (instant feedback), to encourage management development and to improve informal associations.

9. *"Open-Door" Policy.* Employees should be encouraged to discuss any questions or problems which arise in their work with their supervisor or the personnel office. The office of the union director should be open to any employee who finds he is not able to resolve satisfactorily any problem in his area of responsibility.

10. *Standard Operational Procedures.* Employees should have available to them, for their general information and training, a manual of standard operational procedures. They should become acquainted with those sections which directly affect the work they are delegated. Such a manual (with outline) can be used with good results in the training of new staff members as well as maintaining the standards of other employees. It is the experienced staff members, with their supervisors, who should keep this manual updated and observed.

11. *Letters.* Most unions reserve letters to employees or volunteers for special situations. They should be personalized and meaningful. Different stationery, personalized memos, "Thank-U-Grams" can be used for different occasions. Letters mailed on special occasions might be mailed directly to homes of employees and volunteers.

Supervisors should commend in some fashion, preferably by memo or letter, any real accomplishments and contributions by employees.

12. *Memo to Supervisors.* Periodically it is advisable to issue supervisory memoranda to inform supervisors of changes in policies and procedures affecting the entire union operation and/or services. Such a note can clear gray areas of understanding and help keep all departmental practices consistent. Also, such a memorandum can strengthen the supervisor's position.

13. *Bulletin Boards.* Probably the simplest and least expensive, yet the most universal communications media, is the bulletin board. Location, the arrangement of posted material, subject matter and appearance are vital to the effectiveness of this medium.

14. *Posters.* Posters and signs are often used singly or with other communication media to communicate safety and a variety of programs. Humor and quotations can be used effectively to get a point across.

15. *Payroll Inserts.* Everyone gives particular attention to payroll checks and these can be an effective means to communicate those things associated with the financial aspects of any employees's work.

16. *Financial Reports.* One way or another employees will learn of the union's financial operation. To insure that an accurate and meaningful report is given, it is desirable to keep employees informed in a systematic and effective way. Employees should learn to interpret this information in a clear, meaningful way, to enhance their understanding of how the union operates and their contribution to it. Morale can be enhanced by stressing employees' contributions to the union's success and the union's importance to the university community.

17. *Newsletter.* A monthly newsletter for employees can be particularly useful and meaningful if the union's staff is fairly sizable. A great deal of employee morale-boosting information can be placed in such a publication.

The most effective way to add employee interest to any story about intra-union activities and programs is to mention names. There are numerous approaches to preparing an employee newsletter or publication. All are effective and time-consuming.

18. *Information Circulated with Covering Memos.* There are times when articles and other information are of particular interest to supervisors or employees. Management and /or supervisors should give their subordinates the benefit of interesting articles and salient materials. This can be done either by holding a special meeting and acquainting the entire group with the information, or by passing the information on to the employees concerned with a covering memorandum.

19. *Public Address System.* A public address system can be a useful adjunct to your communications program. Primarily used for non-employee announcements and emergency calls, it can be used effectively when speed is necessary to reach an individual or several employees or volunteers.

The desirable electronics communication system is a properly designed telephone exchange. This usually saves the time and trouble of a personal contact. For those employees who must move around the union and cannot leave messages as to where they can be reached, a two-way radio call system is desirable.

20. *Reference Library.* Books, pamphlets, articles, reprints and other items of general information should be made available in reading racks or in a library.

21. *Yearly Evaluation.* The most significant regular communication is the employee paycheck. This message is carried regularly and repeatedly as "This is what your job is worth." That is why the money message must be accurate, comparable to other university departments and college unions, and clearly communicated.

22. *Least Desirable Techniques.* Such techniques as the following are not recommended: question and grip boxes, grievance procedures and employees' councils.

23. *And Finally–"Lagniappe."* That special extra added surprise. The rose on your secretary's desk–that extra thought when one long in your service reaches that half century mark and needs reassurance that life really isn't over . . . These things, usually small, do not take much time, just thought. To many, the thought is the thing, not the token.

Marvin O. Swenson, General Manager
Students' Union
University of Alberta

As union administrators, one of our most important responsibilities is communicating what needs to be done. Much of this communicating takes place through the issuance of orders. This is an important means of modifying human behavior so as to accomplish the work which must be done. In fact, communications of this type are a very important part of supervision. We often attempt to standardize orders, save time in communicating and assure that each person gets the message through the development of policy statements, operating procedures and formalized training programs.

Another important part of administration is coordination. By coordination is meant the harmonizing or drawing together of the diverse elements of an organization towards its central purpose. A basic means of obtaining coordination is effective communications. This requires, first of all, clear line and staff relationships within the department. Current information of what is going on is vital to effective team work. Knowing who is responsible for each phase is a must. This calls for organization charts, job descriptions, and staff meetings.

Communications take place through any sense perception. The aim is to bring about the desired actions to solve the problem at hand. While the issuance of orders is often necessary to accomplish these results, the method should be used carefully. Effective coordination and supervision is more often based on leadership skill. It is clearly the superior method to initiate change.

An efficient football coach preparing for the first game of the season uses many techniques which have implications for administrators in other fields.

Prior to selecting his assistants, the coach first must analyze the job to be done and his own strong and weak points. Having done this he can decide on the jobs of each of the assistants. With this decision made he sets out to find staff which can carry out efficiently the responsibilities. In other words, he has set up his organizational structure and established the job descriptions.

Once the staff is complete, it spends hours examining films, reviewing personnel, and studying all other factors which may effect the season. Plans are laid for the offense and the defense and needs for additional personnel are assessed. The policies and policy decisions are made by the professional members of the staff.

Next comes intensive recruiting of players–or in our case– additional staff; seeking just the right persons for each position. Then begins an intensive training program. Each assistant with the major goal and plan in mind, goes about his phase of the job. Through it all, periodic staff meetings are held, decisions are reviewed, adjustments are made and new plans drawn. The work of each is obvious when the entire team plays as a unit and the entire staff stands or falls on the basis of the results.

Let's push the analogy a little further and examine the player-coach relationships as well. If the individual players are not motivated to do their best, the team performs at less than peak efficiency. They too must know how they fit into the overall plan, what part they play in it, and who to turn to for instruction and advice. Sometimes a coach will elect to allow players additional responsibilities such as serving as captain or calling the plays.

While I'm not arguing that running a union building is like coaching a football team, I am arguing that there are lessons to be learned from the techniques used by men who have become successful in that field. It is not my intention in the remaining paragraphs to provide a detailed discussion of any of the listed tools. They can be found in any good text on administration. What I do wish to do is indicate that the following are useful tools which every administrator can use and comment briefly on each.

1. *Organization charts* clearly establish the lines of authority from the topmost position to the individual worker doing the job. No person should have more than one immediate superior and the number any one person supervises should be limited to a number that can be efficiently controlled. Staff relationships as opposed to line relationships must be stated so that no confusion results.

2. *Job descriptions* should be written for every position and other staff members should know the responsibilities of those they must work with.

3. *Policy statements* must be written to allow those with the authority to do so to make decisions on problems which occur repeatedly. They must be clearly stated in written form, understood by everyone and be strictly enforced.

4. *Procedures.* These must be easily understood and show precisely who does what, where and when it is to be done.

5. *Guide Books.* Carefully written instruction books should be prepared for distribution to users, explaining what they must do to obtain the desired service. Examples are: Scheduling Guides, Conference Planner's Handbooks, Committee Chairmen's Instructions, and Crafts Area Users Guide.

6. *Reports.* These are of two types. One form simply reports the activities of the department to those outside it. These have primarily public relations value. A more useful type within departments seeks to analyze its successes and failures, define its problems, and indicate solutions to the problems and future plans. This type of a report actually becomes a working document to be referred to throughout the year.

7. *Training Programs.* These programs have the objective of saving the time of the trainer as well as inculcating a feeling of belonging and pride in the organization. A well prepared training program will pay dividends in terms of a smoother operation.

8. *Staff Meetings.* Regular staff meetings are an essential communications device. Attendance should be mandatory but the scheduled length of the meeting should not be violated as it interferes with the work of the departments. Only topics of general concern should be on the agenda. Coordination, solution to common problems, planning, and morale should be the main objectives of these meetings.

9. *Forms.* One final note of caution is that care must be taken not to develop so many forms that they become a burden. Sometimes they become nothing more than something to be used for future alibis. However, some forms are necessary and they should be prepared in enough copies so that everyone who needs it can have the information. Examples are: scheduling forms, personnel forms, and purchase and work orders.

William R. Bierbaum, Director
New Mexico Union
University of New Mexico

"Hi, Marv, how are things in Canada?" "O.K."
"Hello, Walt, everything going O.K. at Cheney?" "Yup."
"Frank, did you get into the building yet?" "Not yet."

Here we go, asking general questions, getting general answers, and not really knowing anything more . . . How true? . . . How real? How personal?

Questions you ask reflect what you want to see, feel, and understand. Assuming this, then, apparently the only thing you really want to understand from asking general questions is that everything is generally going great. And that's all you will realize, - that everything is, *apparently,* going great.

When you talk to your own managers, what sort of questions do you ask? – the same sort of thing? Normally, you can expect to get back answers to the extent and depth your manager thinks you might be interested. If you indicate no interest, why should the manager go farther? Perhaps he *does* have more to say, but if your interest is slight, why should *he* be the one to bring up problems in his area?

So, how do you learn what the real situation is? How do you find out? How do you know what is really going on?

It's simple – you hire analytical managers, - managers who are objective, fully knowledgeable and able to understand what you want, able to at times even read your mind, able to get the information to you that you really need, even going beyond your indicated interest.

But you and I know we don't find these people very often. If you have somebody like this, consider yourself lucky. If you are able to develop somebody like this, I pat you on the back! But we actually seldom find or develop such persons. And these are people who, in a growing field like the college union field, quickly become top managers and handle their *own* operations. We don't keep them under a bushel for very long!!

Now, if you haven't found this kind of man, then let's try a second solution . . . You listen to information given, for whatever reason, and then draw your conclusions from what's been given.

But have you remembered that this voluntary communication may not be very comprehensive, - and in fact, may possibly be *quite* inadequate? It is also likely to be slanted or even protective of the individual who is giving it! This means that you can't depend entirely upon voluntary information forwarded to you. You accept it, taking it for what it's worth, - but be sure you don't take it for more than it's worth!

It was a quotation from a representative of Carson, Pirie & Scott, here in Chicago, some time back that went like this – "The higher up the ladder you are the less likely you are to get real expressions of what individuals are thinking."

We can't overlook these pitfalls in voluntary information. What were the real motives for giving it? What did the person really say? Why did he tell you?

It looks as if we need to look for a third possibility, - and the only one, I feel, we can really rely upon, - *asking good questions.* Since we don't have an abundance of top managers and can't depend upon much of the voluntary information we get because of the pitfalls we've mentioned, we are going to have to ask questions to find out what's going on.

How can anything as simple as asking questions be worth time for review? Because it isn't really that simple! In fact, I would venture to say that most people have difficulty in knowing how to ask good questions.

Let's begin by keeping in mind this first point: when you ask questions, keep the terms understandable. What is meaningful to you is not necessarily meaningful to the person on the receiving end of the question. Explaining in terms you understand does not necessarily mean those same terms are ones another person uses, so put yourself in his shoes and express yourself from his standpoint. How can you check his understanding? One way is to ask him to repeat what you have asked. In this manner, you can clear up any problems, or misunderstood areas, on the spot.

Next, begin a progressive series of questions requiring increasingly direct answers, - work from the general questions to the specific. Avoid the yes-no question, for this means you're providing the hard part of the thinking. These are questions such as "Do you agree. . .?" and "What do you think about. . .?" Proceed step by step, developing progressive detail. This will provide information about what is really taking place and permit me to draw conclusions on specifics, rather than upon surface information.

I think it suffices to say that this statement still applies: "To hear is one thing, - to realize what you've heard is another, - to understand what you've heard is a third, - to learn from what you've heard is still something else, - but to act on what you've heard is all that really matters."

But to be able to act on what you've heard, you've got to know what you're acting upon . . .

The last part of questioning might be called "forced evaluation" - the icing on the cake!

Here are some of the questions that lead to evaluative answers: "What do you think?" "What would you recommend?" "Why?" "What will that solve?" "What will be the probable outcome?" "What is the basis for such a recommendation?" "What will be the effect of. . .?" Answers to these questions require a person to stick his neck out, – but after he has laid the foundation for his answers on reasoning.

This whole process of asking questions, reaching for meaningful essential information, checking the thinking that's taking place and testing a man's judgement in arriving at conclusions is probably a learning process for your manager, – and a training process for you. Providing such an experience is your obligation.

Now with this information you are ready the next time someone asks you the question in the old joke, "How's your manager?", to reply, - "Compared to what?"

Frank E. Noffke, Director
College Union
California State College

As in any activity, nothing gets started until the inclination is there–until motivation has been achieved.

While communication is the fibre of all activities, we are concerned today about the pure form of communication. It has a uniqueness and challenge unexcelled for it involves that delicate, intangible thread or fibre, human relations.

The principles, techniques and devices of good communication are not much good without the inclination, the desire, for people to communicate, talk to, enjoy being with, each other.

We must make the assumption that people do want to communicate and most do, – yet, let threat, lack of job appreciation, misunderstanding, jealousy, personality clash, anger, or too much rivalry get in the way and all the gains provided by the good methods and devices have been lost.

A panacea, if you will, to establish and insure the "inclination to communicate" is a training program.

All training programs are essentially human relations or personnel programs, or should be

1. With any kind of planning for participation, people must communicate when in contact with each other regularly in a group situation.

We need to have training programs which get at human matters and discuss them with people on our staffs. Training goes beyond the techniques of the job. It goes into the matter of human relations, and the *facts* and *specifics* of human relations, to create *understanding.* This says that ego is not man's worst enemy, and when understood and used, it is the source of well-directed personal power and energy.

Staff Developmental Series. As an illustration of the foregoing, I would like to tell you about S.D.S., Staff Developmental Series. This program started out as a device for the training of supervisors. It came at the point in our organization when it was clear that the money available for salaries was not going to attract personnel sufficiently well qualified to handle the job in ways that would permit proper delegation and independent operating. Knowing that the staff does not always accept new ideas and new programs with the spontaneity of the originator, I thought of training in terms of *Staff Developmental Series* to get away from the connotation that training programs sometimes have, that an individual *needs* to be trained. At an orientation program for new staff held early in our school year, I led into the subject of the study of problems and asked that "since we had a few minutes" how would they like to solve a problem through mutual discussion. They were interested. I distributed a prepared statement of a case describing this problem: a supervisor has to select between an old faithful employee and an applicant who is the wife of a football player, who needed a job to keep the football player in school, and happy. This was at the urging of the football coach. Well, we had a lot of fun. This generated enough interest so that they wanted to carry on with such sessions. Shortly following this meeting I wrote a memorandum and included this statement:

"It is my feeling that all staff members have come to this department not alone to enjoy their chosen work (professional staff) *or* to get a job they like while working hubby through school (student wives) but also to get experience, further their careers, and grow in ability. I feel that the department has an obligation to help this growth by other than trial-and-error means. Therefore, I have planned material and activities for this staff, to be an 'in-service training program' somewhat along the lines of that taking place in business and industry.

"We can determine as a group the topics in which we have the greatest interest and which will have the greatest *direct* application, keeping in mind that our goal is to *improve our methods and powers of analytic thinking, and ourselves as persons!*"

What I attempted to do was to establish that I felt that I and they each had a responsibility for their development and training. I also had the responsibility for the best possible performance in the organization. These reasons became the foundation upon which our program began and developed.

Accompanying this memorandum I sent a list of topics that were suggested in the meeting and others which I derived and had them indicate preferences. We then began to meet for one hour every two weeks promptly at 1:15 P.M. until 2:15 P.M., and to discuss those topics which were of greatest interest to the group. I made sure that I followed this list religiously. Here are some:

How to deal with people - human relations - human understandings.
How to organize your work better.
Communication - how to keep people informed - what needs communicating and what doesn't.
How to evaluate - results, and result, and solution to problem.
How to be in two places at once!

2. Let each person perform, e.g. explain his job. All see that each has a respectable role and contribution.

To me the essence of good training is: providing information and topics for discussion and problem solution which will help supervisors and employees in their very next contact after leaving a Staff Developmental Series meeting. As we gathered once every two weeks in these sessions, the group became better acquainted as individuals; they understood each other as persons and, so far as subject matter is concerned, developed a series of job appreciation presentations in which *each demonstrated or described his own area of work.* Not long after we entered the area of human relations, which was extremely popular on the list. This was approached rather carefully and later I will give you an example of some of the subject matter. I want to emphasize that you can bring almost *anything* into the discussion, e.g.,

- "Sharp talk."
- Cooperation.
- Communist brainwashing recording.
- Operating under your own steam.

We began with job appreciation to permit acquaintanceship by position and by individuals before getting into the heavier subjects. We rotated the leadership role regularly and then set as our eventual goal the solution of specific problems in our own operation.

3. Engage the group in solving problems together, through Case Study Method; get ACU manual on Harvard Case Study Sessions.

We employed almost every teaching method and device known in the profession. Following are a few, but the important thing to remember is that these sessions just cannot happen by themselves, they must be carefully and thoroughly planned so that each session has the assurance of considerable learning taking place.

Problem Solution Method:

A. *Brainstorming* as a device is quite excellent with such a group. The rules can be looked up anywhere.

B. *Case Studies,* taken from the operation, to me are the single greatest aid once a group is fairly well acquainted with problem-solving and with the teaching of principle. In my opinion no case study should be left until the principles demonstrated and applied have been derived and underscored. Capsule cases are abbreviated to meet a limited objective which involve many people in a short time.

C. *Buzz Sessions,* as a technique for the discussion of capsule cases, seem to me quite important, for they provide for small groups of four to six, with each individual talking and participating. Many never talk in groups of eight, ten, or more.

4. Reveal each department's program for questions and suggestions, thus obtaining the good effect of seeking advice from others.

5. Interest the group in human relations by centering training sessions on human relations. There are many excellent films.

6. Consider the sensitivity training approach for professional staff or just for yourself. This is delicate and new, but the philosophy at least is useful–to gain understanding of each other and increase one's sensitivity to others for everyday working relations.

7. Social events among staff, well planned and timed, are valuable; include student leaders.

8. Good communication is the necessary medium for motivation itself–to produce ideas that will improve, change, and stimulate your union's operation and service.

THE SYSTEMS APPROACH IN PROGRAMMING

ON BEING SYSTEMATIC

Richard Meisler
Special Assistant to the President
Antioch College

The systems approach is the New Rationalism. It is intelligence harnessed to make progress. It is intelligence being used more and more effectively to make the world a better place to line in. It is also mind without heart. It is also ruthless intelligence creating a technological world which is very powerful, but which happens also to be polluted and inhuman, with the machine having higher priorities than the man. Which of these characterizations is correct? It is probably too early to tell, but it is important to remember that both characterizations are possible. As is often the case, powerful tools can produce all kinds of products.

Let us review some of the historical and philosophical background of the systems approach, and then discuss its applicability to educational problems. In a general sense, the systems approach is a way of thinking, a family of problem-solving techniques, which represents something very important about the years 1940 to 1968. Beginning during the second World War, the systems approach has guided the development of our tremendous new military, industrial, computer and space-exploration technologies. The systems approach is the way of thinking which has organized and ordered the research and development projects which have been successful in producing our most sophisticated contemporary technologies.

Consider for a moment the difficulties faced by development projects in any of these areas, for example the area of space exploration. Such projects develop technology to do things that have never been done before. There is very little hard knowledge about which of the alternative paths of development is likely to be most successful. There are many alternative developmental strategies. To choose among the alternatives by trial and error would simply be too expensive. The problem is to distribute the available resources in such a way as to maximize the chances of success while minimizing waste. The systems approach has come a long way in providing a methodological solution to this problem. It is, therefore, a partial answer to the general philosophical question, "How can we think effectively about a future which will be different, in many respects from the pasts we have known?" The systems approach helps to answer this question, at least in a technological research and development context. Just to keep things in perspective, we might pause for a moment to note that the problems of universal education in a mass society are not small or inexpensive in comparison with the problems of developing complex military and space technologies. Not only do we have psychological, social, and political problems in education, but we face a major series of problems in resource allocation. In education, as in these other fields, the future is going to be quite different from the past. There are many alternative strategies and there is a great deal at stake.

A key element in the systems approach is that the planner is required to make a clear statement of the goals and objectives of the project or activity he wishes to develop. Systems people make a great fuss over the statement of goals. They insist, for example, that goals be stated explicitly, in operational and behavioral terms. Such an operational statement of goals allows one to state clear and objective criteria by which the attainment of these goals may be measured. There can then be no self-deception or doubt as to whether a project has been successful. In the classical technological instances of the systems approach, the goals can be stated in mathematical terms and success can actually be measured and described in numbers. The goal, for example, in developing a rocket engine can be stated by saying that it must develop a certain number of pounds of thrust, it must not generate more than a certain number of units of heat, it must not weigh more than a certain number of pounds, etc. When the goal of a project is stated with this degree of explicitness, especially when it is expressed in numbers, there is no vagueness about whether the goals have been achieved.

The statement of goals must also be open-ended and non-prejudicial with respect to the ways in which the goals are to be achieved. The systems approach is a method to decide among possible ways to achieve one's goals, so the statement of objectives ought not to presuppose means for achieving the objectives. The statement of goals must be especially free from hidden or traditional assumptions, assumptions which would hinder our ability to consider the widest range of possible paths leading to the goals. Nothing delights a systems expert more than finding a traditional hidden assumption. In education, for example, if the goal of our project is to bring second-grade slum children up to the society's normal reading level for their age, then we must not say that our goal is to train teachers who are especially well prepared for dealing with such children. Nor would we say that the goal is smaller classes. For if our goal is truly the higher reading level, we don't wish to state it in the narrower terms of training teachers or reducing class size. Why assume that we will be using teachers rather than television? Why assume that it will be most effective for children to learn reading in a class situation rather than in some other context? At first, anyway, we state the problem so as to be able to consider the full range of strategies which may lead to the higher reading level. And we don't want to be bound by the traditional wisdom that tells us that teacher training and class size are the most crucial variables. We want to state our objectives

in such a way as to allow us to consider the possibility that they may be achieved in some new way, for example, by teaching the children's mothers to read. A major message of the systems approach is, therefore, "Be clear about your goals!" If possible, state them quantitatively. In any case, examine them carefully and ruthlessly root out hidden and conventional assumptions. Be sure that your goals are stated so that you will know how their achievement will be measured. You must be able to answer the question "Under what sets of circumstances will I know that the goals have either been reached or missed?"

A second key element of the systems approach is the identification of all the parts of reality which may have a significant bearing on the achievement of the goals. This is the process of defining the system and its boundaries. Typically, an attempt to use the systems approach will reveal to us that we have been defining our system too narrowly. As we find all the elements that are important to the achievement of our goals, we will find that some of them are not within our domain of control. It is nontheless important to keep them in mind, to keep an eye on them, so that when they change we may adjust to them.

The application of the systems approach thus involves a recognition of all the variables which are relevant to the achievement of one's goals. A basic tenet of the approach is that these single relevant factors are probably interrelated in complex ways. They do not operate singly, without influencing each other. In order to consider alternative strategies in a rational manner one must therefore make a thorough investigation of the interactions among the different components of the system. Systems professionals emphasize quite strongly the discovery of these interactions. At this point it is common to try to symbolize the relations among different parts of the system, often using block diagrams. In technological and scientific situations, these relations may often be described mathematically by sets of equations. If this is the case, a mathematical model of the system may be developed and put into a computer. In such cases one may run computer experiments or simulations to see how the system would behave in hypothetical situations. This has proved to be a very important technique. The space program, for example, runs thousands of simulation experiments in the computer before trying one on the launching pad. If this part of the systems approach were not applicable to space exploration technology, the costs of the program would be thousands of times higher than it is and space exploration would be impossible.

Without going into a great deal more details, it may suffice to say that the systems approach is a methodology which analyzes one's goals and relevant resources and helps one to formulate a program for using the resources to achieve the goals. We have talked about two major parts of the systems approach, the statement of goals and the recognition and characterization of all elements of the system. We have also mentioned the power the systems approach derives from the use of quantitative measures and techniques when they are available.

Let us turn to the question of how widely the systems approach may be used. This question is being asked in many contexts, expecially those in which large social issues are being addressed. The reason for this interest is the great success which has been achieved in some fields, especially in governmental ventures. Former Secretary MacNamara revolutionized the Defense Department with his techniques of cost-benefit analysis, one form of the systems approach. These techniques are spreading to other governmental departments. Wherever people are trying to solve large and expensive problems, wherever there is a major problem of effective resource allocation, people are asking whether the systems approach will allow them to rationalize the use of their available time, talent and money. The problems of the city, pollution, transportation, education communications are all being examined from the perspective of the systems approach. All of these problems have important technological elements, so the systems approach becomes even more promising due to its origins in the world of technological development. At meetings all over the country and in a wide range of publications, the potential domain of the systems approach is being discussed. Here is an example, a quotation from *Technology Review,* a publication of MIT. Under the heading, "Systems for People," it asked,

> Can the systems engineering approach to large-scale research and development enterprises which created America's modern weapons systems also be applied to solve our urban problems? And if it is, can we devise institutional arrangements within the community so that the large-scale changes which will follow are achieved within the context of a dynamic democratic society? General Bernard A. Schriever, formerly Commander of the Air Force Systems Command and now retired from active duty, is among the advocates of the systems approach to urban problems. Like weapons systems, he told a recent seminar of the M.I.T. Club of Washington, the urban problem is made up of many complex elements; indeed, it is "more complex by an order of magnitude" than anything that has been done by the military, he said. No one has yet addressed the question of how housing, crime prevention, education, transportation, and opportunity relate into a total urban system, but "the climate is right for constructive business participation in such systems research," he said. The problem now is to see what American industry's experience in exploiting advanced technology through complex systems has to offer and how that backlog of know-how can be brought to bear.

This is an optimistic statement of the problem. There are many such statements, by a wide range of people. Note that the General recognized that a systems approach to large social problems would have to be reconciled with our democratic traditions and values, and that this might not be easy.

But the applicability of the systems approach to new areas is still an open question. We don't know whether it will be helpful, despite the fact that there are good reasons for hoping that it will be. In the midst of a great deal of optimistic talk about the systems approach, it is delightfully realistic to come across a skeptical or pessimistic note. This happened to me while reading the *New York Times* several weeks ago (march 24, 1968). The headline read "Systems Analysts are Baffled by Problems of Social Change." The article reported on a meeting on systems organized by the American Institute of Aeronautics and Astronautics and the Operations Research Society of America. The story began,

> The systems analysts and engineers who have brought efficiency to global war came close to admitting defeat this week as they confronted the problems of social change.
> One of them, Joseph H. Engel, summarized a three-day forum on "Systems Analysis and Social Change" by saying:
>
> "As we move closer and closer to human beings, human life, and to its goals, we find that we are dealing progressively with more and more difficult problems."
>
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>
> He went on to say,
>
> "We're very good at hardware and tactical problems and starting well-defined research and development programs. We're lousy at strategic and philosophical problems.
>
> "We need to put all of our psychologists, all our 'people-oriented' people to work on these problems. I see a very long and difficult road ahead."

The mood of that conference was very humble, especially for systems analysts. An earlier paper was entitled "Is There Intelligent Life on Earth?" The humility and questioning are very healthy signs. The question of the wider applicability of the systems approach is an open one, and this must be understood.

Let us illustrate these points by considering how the systems approach might be applied to educational problems. The major difficulty relates to the statement of goals and objectives. In some educational and training areas this is no problem. We can state in quite behavioral and operational terms our objectives in training a jet pilot, or at least we can so formulate a good proportion of those objectives. We know very clearly many of the behaviors we want him to be capable of after he finishes his training. The military and industrial segments of our society

have already applied the systems approach to educational problems of this type with great success. Consider how the armed forces effectively train a constantly changing and unskilled population to support and work with the most complex technological systems ever invented.

What about the statement of the goals of education in a public school system or a liberal arts college? Some behavioral objectives can obviously be stated, such as the acquisition of certain standard and measurable academic skills: the language arts, mathematical skills, computer programming, and so on. These behavioral objectives are no problem and the systems approach should be vigorously applied in programs which pursue these goals. There are, in fact, many familiar educational contexts in which our goals could be stated behaviorally, but are not. Goals are often stated in terms of the subject matter of the curriculum, but little systematic attention is given to the question of what behaviors should count as indications that the learning has taken place. We talk of "covering" the subject matter, not about changes in the student. In our statements of goals, we can surely do better than we do and the systems approach can improve our thinking by challenging us in this area.

But more difficult problems arise when we consider the general goals of a humane education, the nurture of creativity and individuality, the growth of morally responsive and involved human beings. When I think of the goal of a college education, I think of preparing a person to live in a future which will be very unlike the world of his teachers. What behavioral patterns should we impart to our students as they prepare to live in a world in which they will have three careers in a lifetime, or none? What skills and attitudes must a good citizen have in a mass society characterized by automation, mobility, leisure, and all the other aspects of our future?

We can answer only in general philosophical terms and not in precise behavioral ones. This is not because we are fuzzy thinkers, but because some ignorance is necessary. Certainly, as we learn more about the nature of the future, we shall be able to specify operationally some goals which can only be philosophically stated at present. But other more remote goals will come along whose statement can only be vague and philosophical in nature.

The systems approach must be tried in the whole range of educational contexts, both in those in which behavioral objectives are clear and in those in which they are not. If we take the easy way out and concentrate only on those objectives which can be articulated operationally, we have a chance of creating a highly effective but shallow and short-sighted educational system. We shall achieve our goals efficiently, but they will be the wrong ones.

The systems professional may respond that there is simply no meaning to the admonition to apply the systems approach when operational goals cannot be articulated. Too much of the systems approach would be lost, he would say. If that is so, then the systems approach is irrelevant to some of the most important problems in education. But I believe that it is relevant and that it retains power even in those instances where our goals can only be stated in philosophical terms. For one of the most important messages of the systems approach is that one must take a global view. All influential factors must be studied in their complex interrelationships. We must deal with interacting parts of reality, even if they are not parts which are the conventional concerns of educators. We must design or alter whole educational communities, not indulge ourselves in the easy but limited problems of curriculum reform. Curriculum reform, teacher education, learning laboratories, programmed instruction, academic games, tutorial projects, audiovisual aids, closed circuit television, videotape, computer-assisted instruction, etc., are all worthy ventures. But most educational innovation focuses too closely on one or two of these areas. The relevant message of the systems approach is to focus on the development of whole systems of learning, educational communities, in which the multitude of resources are used in a coordinated and integrated way, rationally directed toward the achievements of stated goals.

The systems approach has come to the attention of educators for several reasons. The professional systems people are aggressive and imperialistic; they seek out new areas for the application of their methodology; the educator's problems attract them. Also, as mentioned before, our society's educational challenge is vast. Any methodology that has been successful in the rational allocation of resources must be given a trial in the educational world. Lastly, as educational technology develops, industry and education are faced with the problem of strategies for its development. The systems approach has proved its power in effectively guiding the deployment of technology in other fields and so it is being tried in education.

If educators are to respond creatively to the systems approach, they will learn some of its lessons and respond with a lesson of their own. As educators, we will accept the global approach, the challenge to design systems. At the same time we will follow the systems people in vigorously challenging the assumptions which have traditionally supported education, such as the centrality of the teacher. And our deployment of technology must conform to a total plan of interacting elements; it should not be piecemeal.

The main lesson that educators can teach the systems approach relates to the statement of goals. It may not be possible to state the goals of education fully in behavioral terms, and there are probably other areas of life in which this is so. It is not the result of poor thinking, but of life. In the place of some behavioral objectives we have elements of our educational philosophies. These will continuously be transformed into behavioral goals, but new non-behavioral goals will move in as new indeterminate futures emerge. The systems mode of thinking must be adapted to areas of activity which are characterized by more vagueness than the technological areas in which it has been applied until now.

WHAT IS IT - CAN THE UNION USE IT?

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The word system is used in many different contexts and has various meanings. As used in this paper, the word system will be taken to mean a method of organization such as allows for control. A control is merely a means by which the results of a given activity conform to a given set of values. In simple language, control is doing what one wants to have done. Thus the whole problem of system analysis breaks down into a few relatively simple questions, but these questions need to be answered and here is where the problem lies. First, it is necessary to determine or measure the output or results of a given activity. Second, it is necessary to know what is to be accomplished. Third, it is necessary to know what steps can be taken to achieve the intended objective.

Although these questions are not difficult, the greatest hindrance to their solution is a method of communicating the values in common comparative terms. This problem of measuring and comparing intangibles is the concern of this paper.

I. The Nature of College Union Output

The business firm which manufactures a product or offers a service is able to determine the value of that product or service on the basis of what society will pay in terms of dollars for it. The dollar is the common denominator for communicating values. Thus the output of companies making tractors can be compared to the output of companies making spoons by stating each company's output in terms of dollars.

In the college union, there is no common dollar denominator. The output is at times in the form of having the privilege of using a reading room and at other times in the form of being able to attend, free of charge, a lecture given by a famous speaker. There is no price tag attached to these two types of utility, therefore they cannot be compared by comparing selling prices. Since the dollar cannot be used as an indicator of relative value, the objective is to find a substitute unit of measurement.

Measuring output without the advantage of a price tag is so difficult that it is not included in our Gross National Product.

> If a particular output has been exchanged in the market, it will be counted, and at the price at which it has been exchanged; if it has not been traded for a monetary consideration, it is apt to be excluded. . . .It means, for example, that the services which university students deliver in their course work, and the products of do-it-yourself home workshops are not reflected in the national product unless someone buys them.*

The output of the college union is in many ways similar to the output of the student's course work, and although this output is not calculated in the Gross National Product, it must be measured if the college union operation is to be evaluated.

In the Soviet Union, *The Economic Plan* offers the objectives of the society, but these objectives are not expressed in terms of monetary units.

> However, let us assume that an output target for the next plan period has been decided. One must now consider how the target figure is expressed in quantitative terms. The ways in which this can be done depend in part on the nature of the product: for example, shoe output could be expressed in numbers of pairs, ... The effect of each of these is to encourage its own species of distortion.**

The example of the Soviet Union reveals several things. First, any artificial system which is created to measure productive value can be distorted, if the person using it so desires, but more important, it can be seen that output or production cannot be measured in quantity or quality separately, but must encompass a combination of these two expressions of value. Thus it is necessary to consider Union output both in terms of quality, and quantity.

A. The Qualitative Evaluation of Union Output

What is quality? It is a relative term and is related to the purpose and function of the organization. For a restaurant, quality pertains to the preparation of the food and the treatment of the customers. By the same reasoning, quality of a college union is related to the objectives of that organization.

Unfortunately, it is impossible to formulate one single objective, or even a set of objectives relating to some activity which would summarize the function of all college unions, since each union has different programs and facilities. In fact one specific program within the college union may contribute to two different objectives, as for example, a music listening room may provide leisure time activity and at the same time a form of education or culture. Also it is impossible to make a qualitative decision about a factor such as education or culture, unless someone makes a subjective decision. However, there are degrees of subjectivity. It is my contention that the subjective decision will become more accurate if guidelines are established for the evaluating process. In the foreseeable future it is not expected that some device will be developed which will credit a particular work of art with so many units of culture. But it should be possible to become more objective than the approach embodied in the terms small, medium and large.

As a first step in the qualitative evaluation, it is necessary for someone to rank and state the objectives of the particular college union under examination. For example, the objectives of a hypothetical union may be:

1. to provide informal education;
2. to offer recreational activity;
3. to provide opportunities for social interaction;
4. to offer services; and
5. to provide for university public relations.

The fact that there is no financial objective in the above list may cause some surprise. At this point it will only be stated that an assumption of this thesis is that money or funds are desired in the college union only to the extent that they can contribute to the primary objectives of the college union, which in this case are the ones listed above. In other words, profit by itself is not a motive for operating a college union.

The list of objectives stated above is not necessarily complete nor in the correct order. It is entirely possible that some unions may have service as their first objective, or not have public relations as an objective at all. Or, in other cases, all objectives may be of equal value. Finally the ranking of objectives may change from department to department within the union. But the important thing is that they be stated and ranked for each particular unit or purpose.

Objectives must be ranked because the evaluation must give the more important objectives more weight. This weighting is accomplished by assigning each objective or purpose with a numerical value in relation to its relative importance in the union program. The hypothetical set of objectives would be arranged with education as the most important objective and public relations as the least necessary to the union program.

Importance of Objective to Union Program	Objective	Weighting Factor
1	education	5
2	recreation	4
3	social interaction	3
4	service	2
5	public relations	1

The contribution which the above format provides is that it offers a frame of reference for values. In the third column each objective is given a value in relation to the other objectives. Thus if education were by far the most important objective, it might be given a value of six or seven and the other objectives given the suggested weight. This format requires that the objectives of the particular union be listed and ranked in order of importance.

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*John P. Lewis, *Business Conditions Analysis* (New York: McGraw-Hill Book Company, Inc., 1959), p. 21.
**Alec Nove, *The Soviet Economy* (New York: Frederick A. Praeger, 1963), p. 155.

The second part of the qualitative evaluation requires that the manager or director decide how much the program being examined contributes to each of the overall union objectives. This also has to be a subjective decision, and, again, the format will offer a frame of reference or a measuring device. As a 'ruler,' a scale from one to ten may be used. The idea may be clarified by the continuum model below. Thus for each objective, the contribution of

great contribution — 10 — 5 — 1 — little contribution

the specific program must be given a value between one and ten, as is done for a game room below.

Objective	*Weighing Factor*	*Contribution of a game room (1 to 10)*
education	5	2
recreation	4	8
social interaction	3	7
service	2	1
public relations	1	1

Now if the *Weighing Factor* is multiplied by the *Contribution Factor* the sum of the resulting figures will represent the degree to which the game room contributes to the overall objectives of the college union.

Objective	*Weighing Factor*		*Contribution Factor*		
education	*5*	*x*	*2*	=	*10*
recreation	*4*	*x*	*8*	=	*32*
social interaction	*3*	*x*	*7*	=	*21*
service	*2*	*x*	*1*	=	*2*
public relations	*1*	*x*	*1*	=	*1*
					66 = Quality Index

Now that a Quality Index has been calculated, what does it mean? The first thing that must be said about the quality index is that it is a relative value. If it were possible to create a program which would contribute to the union objectives in the exact and ideal relation desired, the index would be 150. If the program contributed nothing at all to the objectives of the college union, the index would be 0.

What has been done thus far is that the quality of the individual program within the college union has been examined in parts, and a series of small subjective evaluations have been made instead of one large one. If the process contributes nothing else, it at least forces the decision-maker to consider the factors which make up the quality of the program. Figure 1 reviews the procedure that has been recommended.

Name of Project _____

Objectives	*Weight*		*Contribution*
1.		*x*	=
2.		*x*	=
3		*x*	=
4.		*x*	=
5.		*x*	=
6		*x*	=
	(2) Quality Index		=

Figure 1. Determination of the Quality Index for a College Union Project.

The above Quality Index is the first portion of the college union output measuring system. The attention will now have to be turned to an evaluation of the quantity of union output.

B. The Quantitative Evaluation of Union Output

One indicator of success is the number of people who attend a function. Another, especially in more commercialized areas, is the economic performance of the activity. A third indicator is the degree of usage and a final factor is the availability of the service or facility in the immediate university locality. These four quantitative indicators: numbers of customers, economic performance, man-hour usage, and availability elsewhere, will have to be adapted to fit into a common denominator.

The quality measurement has been labeled the *Quality Index* and the quantity measure will be called the *Occasion of Service.* Precisely what does an Occasion of Service entail? It may be recalled that, in the qualitative evaluation, the game room was given a contributing value toward each of the objectives of the college union. These values represent the utility which the union wishes to offer to potential users of a facility and the utility which should be received by the user. Consequently in order for the game room, or any other union program, to contribute any value whatsoever, the facility must be open for utilization and patrons must be using it. At the same time there is a certain continuity during which the service must be utilized in order for any values to be transmitted. More specifically it was found that the game room contributed a value of eight, on a scale from one to ten, toward the fulfillment of the recreational objective of the college union. For what length of time would a person have to use the game room in order to receive a value of eight; or stated differently, what period of usage was expected when the game room was assigned a value of eight? Surely if the utilizer of the game room merely walked in and then came right back out he would not obtain much benefit. Or if a person used the game room for a continuous ten hour period, wouldn't he receive more than a value of eight?

Very simply, it seems that when the game room was given a recreational value of eight, it was assumed that this value would be received with an average usage of the game room. Or if bowling had a recreational value of ten, this utility would be given during the normal or average period of bowling.

The above concept or impression is the Occasion of Service and it does not necessarily result from a time factor. One Occasion of Service takes place when one person, patron or customer goes through the activities, motions or mental concentration which result in the utilization of any union service, activity, facility or program. Any differences in values received from the various Occasions of Service have already been considered in the Quality Index.

The first indicator mentioned above was the number of people who attend a function or utilize a service. In the case where numbers are significant, Occasions of Service are usually identical with numbers. An example is a cafeteria where the intent and purpose of the customer is to acquire a meal and when this event is accomplished there is no longer any utility in the cafeteria for that person at that particular time. The same situation exists with the news counter or the bookstore where numbers are important. There is not a great deal of difference between these types of functions and the businesses operated by the private individual outside of the university environment.

Another method advocated as a success indicator is usage. This method is applicable in cases of a permanent project in which numbers are not necessarily an accurate indicator nor the normal method of measurement, but the combination of numbers and time is. In this case, the Occasion of Service is merely the average amount of activity spent by a person during the particular activity. Billiards will serve as an example. Suppose that it was found that the average person spent one and one-half hours playing billiards every time he sought this type of recreation. Thus every one and one-half hours of billiard playing is an Occasion of Service. Nor is the Occasion of Service difficult to find. Suppose that over a period of time, 300 people used the billiards room on the average, and that average receipts from playing were $135. If the rates were 30 cents per person per hour, the Occasion of Service would be one and one-half hours, or in monetary terms, forty-five cents. Thus the Occasions of Service could be found during any period of time simply by dividing the receipts by the average check.

The availability of a particular facility in the immediate area and the economic performance of a project were also stated as being factors in the elimination, addition, or evaluation of a project. These considerations will not be stated in terms of Occasions of Service simply because later in the procedure, Occasions of Service will be combined with the Quality Index in order to determine the output of the project, and dollars of profit or cost already represent both quality and quantity. To attempt to determine the quality of a dollar of profit or cost would be meaningless. Profits or costs will be measured by units of union output in the following section. The formulas for Occasions of Service are presented in Figure 2.

Name of Project _____

Directions: Use only one indicator: the one noted in the footnote below.

Indicator	*Formula*	*Calculation*		*Occasions of Service*
**Number of people*	*Customer Count / Operating Days*	_____	=	_____
***Usage*	*Project Usage / average usage per person*	_____	=	_____
	operating days	_____		_____
	(3) Total Occasions of Service			═══

*use in following
cafeteria news counter
movies lectures
snack bars concerts
dances
all non-permanent projects

**use in following
bowling - lines bowled
billiards - games or hours
music lounge - manhours
game room - manhours
lounges manhours

Figure 2. Determination of the Occasions of Service for a College Union Project.

C. Output Units of Service

Thus far, two basic types of measurements have been proposed for evaluating the output of the college union project. The one measurement is a quality evaluation, and is called the Quality Index. The second factor is the quantity measurement, and is called the Occasion of Service. To determine the output of any facility it is necessary to combine the quality evaluation with the quantity indicator as follows.

Quality Index X *Occasions of Service* = *Output Units of Service*

Although profits are not the sole objective of a college union, they are important to the extent that the profit of one project provides the funds for the operation of another project or a deficit in one project absorbs funds that could be used in another project. Therefore, the above formula will need to be adjusted to reflect economic performance. This is done by merely adding to or subtracting from the above formula, the projects profitability expressed in relative terms per the following formula.

$$\frac{\text{Annual profit or loss of the project}}{\text{Annual operating loss or profit of the union annually}}$$

number of persons using the union annually

If the project produces a deficit, the figure produced by the above is deducted from the previous formula, and if a profit is produced, the figure is added to the previous formula. The result will be the total Output Units of Service.

II. The Comparison of Output to Input

A point not covered by this paper, but one that is none the less important, is that records of the operating costs and overhead of each project must be maintained. If this is done, the relative success of each project can be determined by comparing the return in terms of units of output to the investment or costs in terms of dollars, such as follows. Assume that the following is true of a project.

Quality Index 57
Occasions of Service per day 216
Annual Usage of College Union 2,000,000 persons
Annual Profit of College Union ($30,000)
Number of Operational Days per year 350
Annual cost of operating project $150,000

(1) $\frac{57 \text{ X } 216}{10^*}$ plus $\frac{\$20{,}000}{2{,}000{,}000}$ = 1,531 Units of Output per day
$\$30{,}000$

(2) $\frac{350 \text{ days X } 1{,}531}{\$150{,}000}$ = 3.57 Units of Output per dollar Cost

The 3.57 Units of Output per dollar cost is the figure that should be compared to similar figures obtained from other projects conducted by the college union operation. The final figure includes a consideration of the final factors.

1. The contribution of the project to union objectives
2. The cost or profit of the project
3. The usage of the project

* *The figure 10 is put in solely to reduce the size of the numbers, and will have no effect on the results as long as this figure is maintained as a constant figure, since these are merely comparative figures.*

III Recommendations

The first recommendation, inherent throughout this paper, is that union management formulate a set of objectives for their operation, this set of objectives to be used for every project, and for the total union operation, and to be maintained from year to year. The objectives come first, not the results.

The second recommendation is that some effort be made to evaluate the performance under these objectives. This involves more than a general vague notion of good, bad or indifferent. The evaluation must be made within the framework of the objectives, with some attempt at objectivity, so that records can be maintained and meaningful comparisons made.

Through the use of surveys and group evaluations, a pre-determined evaluation of each type of program conducted in the college union could be made so that these subjective factors would not depend upon the individual running the program. Aside from this evaluation of the contribution to union objectives, all the other factors needed for a meaningful evaluation can be reduced to objective dollars or numbers and the end comparison can be very meaningful if the first subjective comparison of contribution to union objectives is kept constant.

APPLIED CYBERNETICS

IS IN-HOUSE DATA PROCESSING FEASIBLE FOR THE COLLEGE UNION?

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The answer to this question cannot be generalized. The feasibility of automating a data processing procedure can be analyzed only in terms of the volume of repetitive transactions, the complexities of the specific procedure, the importance of the information produced, and the allowable lag between a request for information and the resulting answer. System analysis and design must precede any decision to automate.

The experience of an increasing number of college unions is that automation of some part of their information system does pay off. The future will see this trend continue and probably accelerate. The effective use of scarce resources depends greatly upon information regarding how they are being used and the results achieved.

Current involvement by college unions with automated data processing seems to fall into several levels:

First are those installations where in-house processing is completely manual; however certain additional processing is automated at an off-site center like the college business office or a commercial service bureau. Any union on a campus with an automated business office enjoys, to some extent, automated budget control, accounting, payroll, etc. Commercial service bureaus are emerging as a real alternative as they become more accessible and more able to handle non-standard work.

Second are those installations where in-house processing is manual but machine-processable documents result . . . usually as a by-product. The automated processing is still off-site; however, the time and effort for input and the number of conversion errors is reduced over completely manual approach. Typical in-house methods of creating machine-processable input are:

1. A typewriter coupled to a card or paper tape punch.
2. An adding machine coupled to a paper tape punch or which produces an optically scannable tape.
3. A cash register coupled to a paper tape punch or which produces an optically scannable tape.
4. A typewriter which produces a document which can be read by a character reader.
5. A timeclock which punches cards or records transactions on a punched paper tape.
6. An identification or charge plate reader which punches a paper tape or produces an optically scannable tape.
7. Mark sensing sheets.
8. Terminals either off or on line to computers.
9. An imprinter which from an identification or charge plate produces an optically scannable document.
10. An accounting machine or calculator coupled to a paper tape or card punch.

Third are those installations typed as "electronic accounting systems." These small systems accept a variety of inputs, perform most necessary functions, have limited internal storage but utilize cards, paper tape, and/or magnetic ledger cards for external storage, and produce a variety of outputs including hard-copy reports. The systems are easily programmed, compatible in input and output with larger computerized systems, operator oriented, and relatively inexpensive. At least three manufacturers produce such systems:

1. Burroughs E 4000 System
2. IBM 6400 System
3. National Cash Register Series 500 System

Fourth are those small and medium scale computer systems which are becoming available from numerous manufacturers. At this time, no college union appears to have a computer system located in-house. Unless on-line terminal access to large computer systems becomes available first, the need for a small in-house computer should be felt in a college union in the near future.

Further insight into automated data processing for college unions can be found by applying equipment to actual problems. Typical applications are:

Accounts Receivable - Consider automation when the number of accounts and/or the number of repeat accounts becomes significant . . . use a typewriter card punch to simultaneously prepare invoice and card for off-site updating of accounts, aging of balances, distribution of income, preparation of statements, etc. . . . record charges on your cash register and produce a punched paper tape for later processing on your in-house Burroughs E 4000 system . . . use your accounting machine to post to ledgers and produce a card for posting the cash receipt when payment is made.

Accounts Payable - Generally the college will have centralized accounting which includes accounts for vendors supplying the union and it can apply more sophisticated equipment and systems because of higher volume . . . you could use an accounting machine to post invoices to your expense ledgers and produce the card required to input the disbursement into the college's system.

Budget Control - This is a fundamental need of any manager, a budget is a financial plan and the control system tells him how he's doing against his plan . . . recommend that the union direct its efforts toward making the college's budget control system work for it which generally means getting the college to control your budget in greater detail . . . committee funds may not be channelled through the college and your in-house IBM 6400 system would handle the budget control and reporting job easily.

Cash Control - Is often the problem of reconciling college records with union records . . . use your in-house NCR 500 system to merge the transaction cards from the college business office with magnetic ledger form union records and prepare the reconciliation.

Direct Mailing - Steadily increasing costs of printing, handling, and postage require better identification of the audience for a mailing piece. . . maintain your mailing list in punched cards and include additional data (age, interests, year graduated, etc.) which will allow you to sort out appropriate audiences . . . send the appropriate cards to the college computing center to produce labels . . . run the labels in zip code sequence to minimize handling . . . when you establish an account receivable on your accounting machine, produce a card which can be added to your mailing list.

Food Costing - Is a particular application of inventory control approaches, see below . . . biggest problem here is being smart about recording issues and returns from your food production center . . . use an adding machine which produces an optically scannable tape and send the tape to a service bureau for analysis.

General Ledger Accounting - Maintaining the accounts necessary for balance sheets and profit and loss statements really involves utilizing the output of systems like accounts receivable, accounts payable, cash control, sales analysis, etc. . . . the key requirement is to produce the output of these systems in machine-processable form, then . . . use your in-house IBM 6400 System to update your ledger accounts, trial balance, and produce statements, or . . . send the collection of transactions to the college computing center or a commercial service bureau for processing.

Inventory Control - This application is highly refined as an automated procedure . . . usage analysis, cost distribution, reorder analysis, typing of purchase orders are only a few of the procedures which can be efficiently performed . . . receipts to and issues from inventory can be recorded with a tape punching adding machine or in the evening with that same cash register which recorded cash and charge sales for you all day . . . all service bureaus have standard inventory systems which will fill your needs . . . inventory should be closely related to your accounts payable and expense ledger systems–an easy matter when you have a Burroughs E 4000 System in your accounting office.

Labor Costing - Is a highly refined industrial application; however, the experience is not easily transferred to college unions because of the lack of timekeepers and fixed shifts . . . labor often accounts for over $.50 of each $1.00 of operating expense and deserves an appropriate control system . . . a key problem has been finding a reasonably priced method of recording time originally in machine-processable form . . . card punching timeclocks are now available . . . the actual extension of rate x hours and the cost distribution can be processed on or off-site . . . the output of a labor costing system should be the input to your payroll system . . . since payroll is most often a function of the college business office, use an in-house NCR 500 System for labor costing producing a card for the college payroll office.

Maintenance Scheduling - Is a very complex application when carried to the point of developing a schedule based upon actual experience . . . a simple, effective maintenance reminder system can be punch card based and utilize only a card sorter . . . the same card which becomes the maintenance work order can record time and materials and become the input to the costing systems.

Menu Planning - Is another complex and experimental application requiring a large computer . . . might be a good project for your Home Economics and your college computing center.

Payroll - Discussed earlier as part of the labor costing application . . . it is usually a responsibility of the college business office.

Room Scheduling - Is a complex and expensive application in order to maintain an on-line, randomly accessible file which equals your present Kardex or ledger book . . . the punched card is an excellent basis for performing the very valuable statistical analysis of room usage . . . completed room reservations could be coded on mark sense sheets, converted to cards and processed using the standard statistical programs in your college computing center.

Sales Analysis - Is a procedure with high payoff–a normal cash register can distribute income to numerous accounts . . . sales analysis becomes really valuable when related to inventory, food cost, and labor cost . . . use a cash register coupled to a paper tape punch and merge the tape with the output of the other systems on your IBM 6400 System.

Survey Analysis - Is particularly important to effective programming but is often avoided because of work involved in analysis . . . use mark sense sheets to take the survey and send them over to your college computing center for processing using their standard statistical programs.

Suggested Readings

Administrative Management,, published monthly, by Geyer-McAllister Publications, 51 Madison Avenue, New York, New York, 10010; $6.00 a year.

Business Automation, published monthly by Business Press International, Inc., 288 Park Avenue West, Elmhurst, Illinois, 60126; $15.00 a year.

Gregory & Van Horn, *Automatic Data Processing Systems*, Wadsworth Publishing Co., Inc., 1960.

Modern Office Procedures, published monthly by the Industrial Publishing Co., 812 Huron Road, Cleveland, Ohio, 44115, free to qualified persons or $12.00 a year.

Systems & Procedures Association, *Business Systems*, Systems & Procedures Association, Cleveland, Ohio; 1966.

PRACTICAL AND PROVEN APPLICATIONS TO UNION OPERATIONS

Charles E. Cosper, Director
USL Union
University of Southwestern Louisiana

We hear much talk today of the "impersonal college." Students complain that they are merely numbers and are mechanically shuffled around like the cards which carry those numbers. This, of course, is true to some extent. As our campuses grow in population, facilities and land area, we must rely on automation for registration, fee paying, scheduling, accounting, menu planning, etc.

This discussion will consider the application of data processing to accounting, room scheduling, inventory controls, payroll and communication as they apply to the union. My assignment will discuss the use of data processing as it assists the union in communicating with the university community. Effective communication with every member of the university community will enable us to provide facilities and programs tailored to individual needs and desires. By gearing the program to the individual we can do a great deal in eliminating the "impersonal" label many students tag onto our universities.

I believe there are four specific areas of communication in which data processing centers can be of significant value to a union in accomplishing its goals and objectives:

1. Planning A New or Expanded Union Facility
2. Determining and Evaluating Union Programs
3. Establishing Mailing and Special Interest Lists
4. Special Programs

1. Planning A New or Expanded Union Facility

Those in the early planning stages of a union, or the expansion of present facilities will find data processing of a needs survey of the campus community very valuable. By adapting the survey to tabulation by computers, accurate cross-sections of the community can be screened. Actually, with the speed of modern day computers, it would not be inconceivable to use the entire campus population for a survey rather than a representative sample. Attached is the needs survey the university of Southwestern Louisiana used. It is included with the permission of the planning consultant for the USL Union, Mr. Carl Maddox. It was designed so the results could be reflected in a variety of categories; by sex, academic classification, residence, or in combinations of these categories. This, of course, is only practical with computers. This type of questionnaire is an excellent way to communicate with the student body in explaining what a union is and how its facilities can benefit the individual.

2. Determining and Evaluating Union Programs

Recently the Research and Evaluation Committee of the USL Union set about to determine what specific type of programs the students wanted at USL. The union concept is new on our campus–we are just planning our building–so our programming committees needed to know what to do in the way of specific programs.

By working with a statistics instructor, the Committee developed a rather effective questionnaire which is included with this paper.

This survey was administered first to a small class to test its validity. Once this was determined, a random sample of student names was selected from the computer list of registered students. Separate address labels were prepared from the sample and the questionnaires were mailed. The results of the returned questionnaires will be punched on cards and fed into the computer for analysis.

It should be noted that this type of survey also informs the recipient just what the union is all about. For the first time he may realize how versatile the union program can be.

At the end of each school year, the Research and Evaluation Committee plans to send an evaluation questionnaire to a representative group of students of all programs held during the year. We hope this survey will indicate the percentage of participation in activities by the total campus; which students participate, for example: independents, commuters, etc. and we also hope to receive opinions concerning specific programs.

We are always receiving surveys through the mail; some good, others not worth the paper they are written on. I would like to list a few pointers that I find helpful in the preparation of a survey which is to be analyzed or tabulated by the computer.

a. *Format*

Answers to a survey must be transplated onto punched cards, therefore the coding should be as simple as possible. A key punch operator performs like a typist, that is, she punches from left to right, card column at a time. Therefore, only one letter or symbol per column should be required (row 1 to 12). More than one entry requires her to backspace, which is time-consuming.

b. *Wording of Questions*

(1) When possible, answers should be reflected in single digits or letters; such as: a = no, b = yes rate this category from 1 - 9 check only one block, etc.

(2) Avoid blank spaces to be filled in with words. Each letter of a word requires a card column and the allocation of card columns is very critical. Also, it is very difficult to sort or summarize written statements on the computer. If a written opinion is necessary on the questionnaire, it is advisable to identify each questionnaire so that those with written comments can be pulled and studied.

(3) Always have an answer available for each student, even if it is "no opinion." In this way the keypunch operator can punch an answer for each question.

c. *Sample Survey*

If possible, give the survey to a typical sample group. One class in school should be sufficient to check the survey for readability and clarity.

d. *Always give complete instructions and the reason for the survey*

e. *Be sure that results are published.* If this is done, the success of future questionnaires will be improved and the results, in effect, give publicity to the union.

3. Establishing Mailing and Special Interest Lists

At the suggestion of the Director of the Data Processing Center at USL, we shall include an IBM card in the registration packet of every USL student in the near future, which will be for the exclusive use of the Union. The card will be used for all mailing lists and will be the source for specialized information such as: hobbies, ownership of car or motorcycle, church preference, previous travel experience, previous honors, interest in union activities, interest in other campus activities.

In addition to using the cards for general and specialized mailings, we will now be able to find the names of students who are interested in special activities or have special talents which can be used in union programs.

4. Utilizing the Computer in Special Programs

Recently I read an article entitled "Students Seek Personalization--By Computer" in the February 1968 issue of *College and University Business.* The article was written by Jo Fellman, Assistant Editor of Modern Hospital. In the article the author discusses the Facilitater, an experiment by an informal educational network of persons seeking educational reforms. The Facilitater was used at the University Christian Movement in Cleveland to structure a conference out of the needs brought to it by the participants.

Delegates were questioned about their needs and interests via a questionnaire. The answers to the questionnaire were fed into a computer and like answers matched. In other words, those persons with the same interests were listed together so that meetings could be arranged for the various interest groups. As a result of this experiment, several universities are considering the same format for freshman orientation, study projects, and general course development. Such a program could be initiated for conventions and conferences such as our regional and national ACU-I meetings.

The computer can also be used as a promotional gimmick in our programming. Date selection via the computer for a dance is a possibility. Selecting quiz questions for a quiz bowl program can be handled by a data processing center.

The use of computers makes some demands:

1. Consult with your data processing center *before* preparing a questionnaire, survey, or request for mailing list.
2. Anticipate your needs far enough in advance that the data processing center can meet the deadline. The preparation of raw data into computer language can be time-consuming. Also, machine time must be scheduled well in advance of operating time.
3. Be prepared to pay for computer services. Although most university-operated data processing centers receive equipment at attractive discount prices, the operation of the center is still very costly.
4. It may be advisable to secure the services of a graduate student in computer science or even an upperclassman familiar with programming techniques. This person could serve as the union liaison with the center. He should profit from the experience of programming the union projects and might be able to use the computer and auxiliary equipment free or at reduced rates during off hours.

EXHIBIT B

USL UNION

SURVEY ON CO-CURRICULAR ACTIVITIES FOR THE USL CAMPUS

March, 1968

The USL Union will be both a facility and an organization. The planning of the facility is now in the hands of the architects. USL should have its building complex within two years. In the meantime, the organization is working for your interest–developing a program of recreational, cultural, and social activities for the campus community.

The first step in developing a comprehensive program is to determine what YOU want. For that reason, we ask that you complete this questionnaire and return it in the enclosed self-addressed, stamped envelope at your earliest convenience.

A. TOURS AND TRAVEL

1. Since extended tours and trip can only be sponsored by the USL Union during vacation periods, please check *two* periods which would be most appealing to YOU.

   a. Thanksgiving
   b. Christmas
   c. Easter
   d. Semester Break

2. If the cost did not exceed $150,000, which *one* of the following extended trips would YOU attend?

   a. A sight-seeing and theater tour of New York City.
   b. A sight-seeing tour of Mexico.
   c. A cruise to Nassau in the Bahamas.
   d. A snow skiing trip.
   e. Visit Hemisfair in San Antonio, Texas.
   f. If none of the above, where?
   g. Not interested in any trip.

3. If the cost did not exceed $20,00, which *one* of the following one-day trips would YOU attend?

   a. Deep-sea fishing trip.
   b. A baseball game at the Astrodome in Houston.
   c. Attend a Saint's game in New Orleans on Sunday.
   d. A sight-seeing tour of New Orelans.
   e. If none of the above, where?
   f. Not interested in any trip.

4. If YOU were a student at USL last year and did not attend the ski trip, please check the reason. Otherwise, leave the question blank.

   a. Too expensive
   b. Other plans
   c. Not interested
   d. Did not know about the trip
   e. Other (please specify)

B. GAMES AND TOURNAMENTS

5. If YOU would enter a tournament for any of the activities listed below, please check those in which you would enter. Otherwise, leave the question blank.

   a. Bowling
   b. Billiards
   c. Table Tennis
   d. Chess
   e. Bridge

6. In which of the following activities would YOU desire instruction?

   a. Bowling
   b. Billiards
   c. Table Tennis
   d. Chess
   e. Bridge

7. Would YOU participate in a weekly duplicate bridge night? Yes No

C. DANCES

8. Which of the following dances would YOU attend?

   a. A monthly Friday afternoon informal dance with a small band.
   b. A once-a-semester formal dinner-dance if the cost is between $4 - $6 per person.
   c. A onee-a-semester dance featuring a big name orchestra.

9. Realizing that the cost of admission is primarily based on type of band, would YOU attend a dance that cost between $2 - $3 per person?
   Yes No

10. Do YOU believe a dance should EVER be sponsored that utilizes a juke box for music? Yes No

D MOVIES

11. How many USL Union Friday night movies did YOU attend during this past fall semester?

12. What kind of films would YOU like the USL Union to sponsor? (Examples: popular, classic, foreign)

E. SPEAKERS

13. Which of the following programs would YOU attend?

   a. A discussion by a qualified speaker dealing with a subject vital to you such as: life insurance, buying a home, draft status.
   b. A panel discussion on labor versus management.
   c. A review of a best-selling novel.
   d. A speech by a relatively unknown, yet highly qualified person on the subject of National Affairs.
   e. A faculty member presenting the lecture he considers his best and most important.

F. EXHIBITS

14. Which of the following exhibits would YOU attend?

   a. Miniature gun collection
   b. Works by Remington
   c. Freedom Train Documents
   d. National Space Agency
   e. Pottery by John Goodhart
   f. Louisiana Textile Institute
   g. Faculty and Student Art Show
   h. Life Magazine Award-Winning Photographs
   i. Antique Automobile Collection
   j. Works of Andrew Wyeth

15. How many times this year have you visited the Art Gallery in the Art and Architecture Building?

G. BIG NAME ENTERTAINMENT

16. Listed below are several typical events which could be presented on campus. Please circle the location and price you prefer for *each* event you would attend.

	Coliseum	*Civit Auditorium*
Ray Charles	$1.50	$3.25
Peter Nero	1.25	2.75
Boston Pops	1.75	3.50
Broadway Musical	2.00	3.50
Johnathan Winters	1.75	3.50
Carlos Montoya	1.00	1.75
Glenn Yarbrough	1.50	2.00

17. List the *five* Big Name Entertainment programs YOU would most like to see presented at USL.

18. In your opinion, what single artist or group would attract the most students?

19. What maximum price would YOU be willing to pay to have a season ticket to see *five* major entertainment events during the year? If you would not buy a season ticket, leave the question blank.

a. $5.00
b. $7.50
c. $10.00
d. $12.50

H. ARTS & CRAFTS

20. If YOU had to select ONLY ONE activity in an Arts and Crafts Shop, which would YOU select? Mark Only one activity.

a. Leather work
b. Ceramics
c. Jewelry making
d. Photography
e. Wood Working
f. Picture framing only
g. Painting-oils and/or water color
h. Metal work

21. In which of the following would you desire instruction?

a. Leather work
b. Ceramics
c. Jewelry making
d. Photography
e. Wood Working
f. Painting-oils and/or water color
g. Metal work

22. Would you please rate the below listed types of programs as they sincerely interest YOU (1 for most preferred to 8 for least preferred).

Tours and Travel	Speakers
Games and Tournaments	Exhibits
Dances	Big Name Entertainment
Movies	Arts & Crafts

May we please have your comments on the bottom of this page regarding any of the above programs or suggestions for additional programs.

We would appreciate having the personal information below, but of course, the questionnaire will not be invalid without it.

NAME CAMPUS ADDRESS

SEX AGE MAJOR ACADEMIC CLASSIFICATION

Thank you for helping us make the UNION what YOU want it to be!

USL UNION
RESEARCH & EVALUATION COMMITTEE
Ellis Pregeant, Chairman

ELECTRONIC DATA PROCESSING FOR STUDENT CHARGES AND ROOM SCHEDULING

R. E. Waide, Assistant Director
Iowa Memorial Union
University of Iowa

The five data processing input media are the typewriter alpha numeric keyboard, the 10 digit numeric keyboard, a card reader which reads previously punched cards, manual switches, and punched paper tape switches. The input media selected determine the actions necessary to obtain the required information.

A tendency to overlook the punched card has developed, as it requires more manual time. However, in the application of EDP to a college union business operation, this will probably be the input media selected. The Iowa Memorial Union uses the card reader for student charges and billing, leasing computer time from the University Data Processing Center.

Charging is limited to registered students and can be used in all food service areas except catering. A student may charge when school is in session, if he possesses both an identification card and a current certificate of registration. The cards are plastic embossed and of the same size and general description as gasoline credit cards. The number on the identification card is a permanent identification number given to the

student by the Registrar's Office. A certificate of registration is issued to the student each semester at the time he registers. He is not permitted to register if all outstanding fees have not been paid. The food purchasing procedure follows:

On a table at the serving line entrance to all food service areas are two electric Addressograph Model 40 Imprinters, which cost $86 each. A student entering the area who wishes to charge his meal, imprints a charge slip with his identification card, signs it, and places it on his tray. After proceeding through the line, he presents the charge slip to the cashier, who enters on it the amount and checks the validity of the student's registration. The cashier treats the charge slips as cash in closing out the cash register. The slips are then sent to University Data Processing where the information is key punched and entered into the computer. Bills are processed through IBM equipment by the University Data Processing. All billing is done through the University Business Office and the accounts receivable amount is credited to our account when the cash is received.

In reference to the Addressograph imprinters, we tried Model 19 manual imprinters which were unsatisfactory and have found that electric imprinters are necessary in order to get good copy. We use NCR 52000 pre-set registers with table imprinters which imprint the total amount of the sale on the charge slip. The imprint tables cost an additional $75 per machine.

To date, 47% of this year's business in the cafeteria has been on a charge basis. This amount varies from approximately 40% at the beginning of the semester to 50% at the end of the semester as the students begin to run out of cash. Volume has increased 30-40% as a result of charging. Our loss from uncollectable accounts last year amounted to .52% of the total gross. The biggest handicap to the present system is that it does take longer to process a charge sale than a cash sale with the result that it slows down the line.

We have experienced some difficult with illegible imprints but this is primarily a problem of training the cashier to make sure that the slips are legible so that they do not show up as uncollectables. Although not a serious problem, we have experienced a few occasions where students have lost or have had their cards stolen and someone else has used them. Once again this is a cashier problem as each card has an identifying photograph.

The Iowa Memorial Union is adopting EDP in steps. We are planning to have inventory control on EDP by July, once again using punched cards as input media. The system is being developed to incorporate more than one input media by the time our total operation is converted to EDP. Within two years we anticipate direct input into the computer through a direct line-terminal connection from cash register stand to computer.

The simplest and most inexpensive system for us would be the use of optical scanning equipment, but we do not have access to a punched tape reader.

Optical scanners and punched tape readers allow direct input from the tapes received from the adding machines and cash registers. In simplest terms, all the information a computer needs can now be produced entirely automatically, as a by-product of normal, daily business operation, whatever it may be. For example, ordinary devices such as adding machines, cash registers, and accounting machines can now prepare computer-readable paper tapes. Thus, use of a cash register to ring up sales can automatically and continuously create "input media" for processing on a high-speed electronic computer.

By sending these tapes to a Data Processing Center, the small businessman is able to automate reporting on as much of his operation as he wishes. This may require only 30 to 45 minutes a month of computer time for up-to-date detailed business reports ranging from scientific inventory control analyses through financial data, employees productivity reports, etc.

An excellent example of punched tape input is to be found in the data processing system used by Mammy's Pancake House, located on Rush Street here in Chicago. Each day the owner fills out a pre-printed business report which indicates the day's receipts and disbursements, arranged according to various categories. To this report are attached all of the day's bills and disbursement receipts, all of which are forwarded to the accounting firm once a week. A weekly salary recap sheet, which includes the hours worked by each employee, is also forwarded. The information provided on these two reports is posted to the restaurant's books on an electronic accounting machine. As the books are updated, a punch paper tape is automatically produced by the accounting machine as a by-product of the posting operation. This punch tape contains the same detailed statistical information as that entered on the books. Once a month these weekly tapes are gathered together and taken to a nearby computer service center where they are processed into a fully detailed profit and loss statement. With electronic speed and accuracy, the computer-prepared profit and loss statement itemizes the restaurant's receipts and expenditures into 60 separate categories, showing not only where the money is coming from and where it is going, but what types of activity produced what percentage of the total business, how this percentage compares with the overall percentage for the year to date, and how much the restaurant has earned and spent on each item during the year to date in actual dollars. From the same paper tapes the computer also prepares an extensive monthly balance sheet listing all current assets and liabilities. This includes an itemized breakdown showing all payments on notes from purveyors and on notes payable during the month, plus the balance still outstanding on each. Using this data, Mammy's has been extremely successful in maintaining a food cost of 37 to 38%, maintaining a labor cost of 15 to 16%, eliminating waste, adjusting the size of portions, adjusting prices, and keeping a more accurate check on the prices charged by purveyors. The computer also compares the state sales tax reports. Mammy's annual volume of business is approximately $240,000 per year.

The use of EDP for scheduling of rooms in hotels has not been developed to the degree of other computer applications. Scheduling has generally been a spin-off from data submitted for front office accounting. Improvements of present scheduling systems through EDP requires the most sophisticated of input media, preferably a direct line terminal connection to a computer. Realization of the full potential requires instant random access and print-out capabilities. Only then is it possible to obtain the necessary information, "Available, On Change, Occupied," at the approximate time that the status of a room changes.

Although I believe that the scheduling of rooms will be one of the last applications of EDP to be considered in unions, the following is a description of an actual operation, from receipt of the reservation request to guest check out.

For simplicity I have used an excerpt from "The Cornell Hotel and Restaurant Administration Quarterly," Vol. 8, No. 2, August 1967.

The example is written with the computer as first person.

Today is August 20th. You have a letter from Mr. Ralph Baker who wants a single room for three days beginning August 29th at a rate of $14.00. Before you is a Western Union Teletype-Model 35 with a paper-tape punch and also a paper-tape reader connected to Western Union. The keyboard and the printer are connected to my innards, so that everything keyed into the keyboard is transmitted to me, and I, in turn, can send to you.

So please ask me if a room is available for Mr. Baker. Type "Available."

YOU: AVAILABLE!

I: I instantly issue a report of available rooms for a seven day period.

I: Mr. Baker wants a single on the 29th. This date is closed out meaning that 80% have been sold. To find out the status of the 29th, type "29."

YOU: 29th.

I: 8/29

SINGLE 7. SELL ONLY BY AUTHORITY OF RESERVATION MANAGER.

You decide to sell a room to Mr. Baker (if its all right with the reservation manager). Look at the reservation forms. These forms are loaded in the machine before you. You are to complete it. The machine is tabbed both horizontally and vertically to help you do this. When you are finished, the form will appear as shown. Please note that the form is a tab card, prepunched with a number. You have copied this number so that I know exactly on what form you are typing. On Line 13 there is a space for Groups and also a space for Travel Agent Accounts so that I can provide you with information on such reservations when you need it.

Confirmations

Please send the completed form by mail to Mr. Baker. If you want a form letter to go with it, just let me know and I'll gladly type one. Or if you want to send him a wire, turn the machine control to cut a tape when you start to type "Mr. Ralph Baker" and continue on to the bottom of the form "Confirm single three nights August 20th 14.00 - Hotel Research." Then send the tape through the tape reader to Western Union. I am storing all of the information about Mr. Baker in my memory, awaiting his arrival. I am also going to tell you how much you owe travel agents if they are involved, and to do group billing for conventions. P.S. I have already decreased the rooms you can reserve by one for each of the three nights Mr. Baker will be with us.

Before Arrivals

Telephone operators, the reservation desk and mail clerks all want to know expected arrivals. I print out the lists. I deliver this list two or three days ahead, and last minute reservations are supplied in supplementary lists.

Other information can be supplied if you care to tell me about it at the time a reservation is made. Please understand that in the front office you have a "typewriter" loaded with rack slips, and a card reader with a numeric keyboard. In actual use, the large rear part of the card reader is place out of sight. The typewriter can be disconnected from me and used as a free standing piece of equipment.

This Room Sell card is like a conventional stock card, but larger. It is prepunched with a room number and two control digits which cause the machine's reader to stop and permit it to be started again after the clerk has entered information on the keyboard. There is one stock or sell card for each room. It will be in one of two files - either in front of the clerk for sale or in a numeric file when the room it represents is "occupied" or "on change." It will be removed from this file on advice from the housekeeper (who occasionally, but not often, makes an error).

Reservation Guests

The gentleman at the desk before you on August 29 is Mr. Ralph Baker, who has reservation form No. 3011. You and he agree that Room 1422 is best suited to his needs. You now have selected the Room Sell card for that room. Enter the room sell card in the reader. When the reader stops, enter:

1 for single
3 for three nights' stay
4 for clerk (meaning you) - push the reset button

Then enter reservation form No. 3011 (Mr. Baker's), which he has signed and given to you. You'll note on the reservation form that Mr. Baker has 225 after his name. As I always associate a name with a number, this 225 is telephone-dial code for 'BAK." Be careful when you give me a name-number; the best way is to dial the first three letters of a person's name on the telephone and record the corresponding numbers: "B" is 1, "A" is 2, and "K" is 5. From now on, during Mr. Baker's stay, I identify him for his ledger charges as No. 1422-225-his room number plus his name code.

I print out as many rack slips as you've asked for:

1411 1 2 4 * 1400 8/29
3011
Mr. Ralph Baker
1756 Northway Road
Chicago, Ill.

Give the bellman one slip, and forward the rest to rack clerks. You have registered Mr. Baker. I have removed Mr. Baker from the reservation tally, which you can obtain from me at any time.

Walk-In Guests

Next, you have a guest without a reservation:

Mr. William Smith
175 Jefferson Street
Troy, Ohio

He registers on a tab card form with a serial number and controls punched in it. You and Mr. Smith agree upon Room 1529 at $18.00. You select this Room Sell card, enter it in the reader - just as you did for Mr. Baker - and key in

1 for single
2 for two night's stay
4 to identify you - push the reset button

Then you enter Mr. Smith's Registration Card, and when I stop it for Name/number identification you key in 764 for "SMI."

The slip now looks like this:

1529 1 2 3 * 1800 8/29
1756 764*

If you have time, type:

Mr. William Smith
175 Jefferson Street
Troy, Ohio

and the slip is complete.

But when you have several guests waiting to be roomed, you can later manually type in the name and the address for the rack slip. The top two lines give Mr. Smith his room number and name identification for charge records. There is some virtue in having the registration typed before Mr. Smith reaches the room clerk, so that his room sale can be handled in exactly the same way as that for a reservation guest like Mr. Baker.

Are you ready for Mr. Jones?

In this case you select a Room Sell card for Room 1624, enter it into the reader and key the proper information. I print out the following:

1624 1 2 4 * On change.

This shows how I safeguard against human errors. Better find another Room Sell card and make proper disposition of No. 1624 as your Room Sell file does not agree with my status record. Are you wrong or am I? Did you, in your haste, pick a card from the Rooms Occupied file? Please see that proper steps are taken to correct the status of Room 1624 and be sure to key me in if there was not a human oversight.

Sometimes you want to know the status of a room for which you don't have a Room Sell card. Why don't you ask me about 1207? Just enter "Status 1207."

YOU: Status 1207

I: 1207 - Mr. Robert Stevens

Do you want a tally of unoccupied rooms? Enter "Unoccupied rooms."

YOU: Unoccupied Rooms

I: Single 38
Double 40
Suites 7

With the University computer available at a charge generally less than commercial rates, most unions have an opportunity to begin the transition to EDP.

The first step in such a determination is a survey of the operation. This survey should outline current reports beginning with those produced daily and an estimate should be made of the amount of time required to prepare and prove them. Are the reports adequate? Are there additional daily reports desired? Include the handling of cash, charges, tax items, received-on-account transactions, the quantity of sales checks used and their distribution, the number of people employed, the accessibility of cash drawers, responsibility when cash does not balance, amount of interdepartmental selling throughout the operation, number of customers served, average sale, how this data is compiled, and the type of cash drawer control. If a bookstore operation is involved it can be determined which items are fast-moving and which are slow, rather than eyeballing and guessing. Stock control is accurate and immediate shortages can be pinpointed and corrective action taken. Inventory shrinkage is known to the fraction of a percentage point.

The survey should determine how often a profit and loss statement and balance sheet are needed - monthly, quarterly or yearly. At what time of the month? Who prepares them? A survey of this type should consider staff recommendations for the improvement of the system.

The relationship with the data center will be based upon six points: (1) adequate planning and preparation; (2) carefully planned installation and clearly defined exceptions to general procedures; (3) careful definition by the center of the clients responsibilities in specific terms; (4) punctual completion of processing; (5) full understanding by the client of the nature of the charges to be made; and (6) an understanding by the client that the center is not to interpret results.

The availability of existing facilities, the extent of EDP utilization needed and its cost, and the input media which is adoptable to the existing computer facilities will dictate whether the operation will be centralized or fragmented.

THE BUSINESS COMMUNITY AND THE UNION: RECENT LEGISLATION

Alvin A. Mason, Director
University Center
Northern Illinois University

The House of the General Assembly of the State of Illinois has passed House Bill 195 which was signed by the governor and is now law. This law states that "The governing board of a state institution of higher learning may not permit or authorize a retail store carrying any line of general merchandise to be operated by that institution or to be operated as property held or leased for the use of the institution when such an operation can reasonably be expected to be in general competition with private retail merchants in the community." Excluded from the provisions of the act are items "commonly sold by such institutions including but not limited to books, food, beverages, and items connected with research, study or courses offered."

The Senate on April 12, passed with amendments, a similar but more stringent bill, Senate Bill 168, which was assigned to the House's Higher Education Committee. This bill was vigorously opposed by union directors, bookstore managers, publishers, manufacturers, N.A.C.S. and the various boards governing the State Institutions. On Thursday, June 16, the Illinois House Education Committee finally turned down this bill which would have restricted college bookstores from selling anything that did not deal with education. It is the opinion of the N.A.C.S. council that the Senate Bill 168 would have restricted college stores to the extent where they could not carry non-required reading materials. The exact opposite is what the average university faculty is demanding. College store managers are under constant pressure from students and faculty to expand greatly their non-required paperback, reference and general interest book sections. Opponents of Senate Bill 168 took the premise that this bill would actually be a restraint on the educational process on state university campuses.

According to the provisions of Senate Bill 168, "No state-supported public institution of higher education in Illinois shall engage in the state in the business of selling tangible personal property to purchasers for use or consumption." Excluded are sales directly related to educational purposes, including textbooks, laboratory, shop equipment, gym suits, college imprinted sweat shirts, and food and conference items sold to students and other members of the college and university community.

Republican R. E. Anderson, Majority Whip in the House and one of the sponsors of the bill, said that House Bill 195 was a general purpose bill passed to close off the sale of planned "soft lines" such as clothing, lingerie, etc. Such sales were in direct competition with local merchants and were turning state institutional stores into general department-store types of operation. Representative Anderson said the bill was not designed to cut off the sale of paperback books but that he was not in a position to interpret, or to set up guide lines for the interpretation of the bill's provisions, especially interpretations about specific merchandise.

Senator H. R. Sours who introduced the much more specific and stringent Senate Bill 168 said that the bill was "designed" to eliminate the old (army-type) post exchanges which operated to the detriment of other retailers in the state who pay sales taxes on their sales of books, silk stockings, etc. Mr. Sours did not know that college-owned bookstores also paid sales taxes.

Section 3 of Senate Bill 168 provides that "any state-supported institution of higher education knowingly violating the provisions of this act shall not be eligible for state financial support."

The effect of Senate Bill 168 is to throw college stores located on the premises of state-supported institutions of higher education in Illinois back to the Dark Ages. Since the only books such a store could sell are textbooks and other books directly prescribed in a course, a college student would not be able to enjoy the pleasures of browsing around the school stores' book department searching for books that attract his interest whether related or unrelated to any particular course of study in which he may be involved. The student is at a university to get an education. Completing a series of courses in most cases is probably the least important factor in a student's education. He is expected to develop an inquiring mind and a thoughtful approach to the solution of problems he will encounter in later years. The availability of general interest books plays an important role in this education process. In most universities, except perhaps for those located in very large metropolitan centers, the university bookstore is the only place where high quality books of a wide variety and range are available to students and faculty. Private book merchants, again except for very large metropolitan centers, for one reason or another, do not have the variety of books necessary to further the educational process of a college or university.

On the national front, Joe Meek, Illinois Retail Merchants Association lobbyist from Illinois; Ben Schiek, The Bookstore, Macomb, Illinois, and Ralph H. Dwan, Attorney, Washington, appeared before the Internal Revenue Service Hearing on Proposed Regulations under Section 512 and 513 of the Internal Revenue Code relating to treatment of income from unrelated trade or business and recommended that all merchandise, other than books, sold by institutionally operated stores be taxed. The group claimed to represent around 200 privately-owned stores that compete with college stores. It is understood that the group was organized in late June in Illinois. No list of officers or members is available.

General Manager Russel Reynolds of N.A.C.S., accompanied by President Paul Fox of Illinois Tech, and Trustee Jesse Gore from the University of Southern Mississippi, attended the hearing and in the course of his remarks urged that if the IRS considers such taxation it should obtain much more evidence than was presented. Originally, Reynolds was making a routine appearance on any business done with the general public. Reynolds specifically stated that the right of the school to determine policies is paramount. Why should college stores be singled out when all other functions are specifically eliminated in the regulations: radio station, newspaper, university press, laundry, parking lot?

Schiek stated that there has been a great broadening of lines handled by college stores in the past fifteen years and General Manager Reynolds stated that the exact opposite was true - that the trend is toward the accentuation of books and other aducational items.

College stores are under attack in other states. The bills are as follows:

Iowa Bill

"Senate File 448 by Reichardt A BILL FOR AN ACT
PROHIBITTING STATE UNIVERSITIES FROM OPERATING BOOKSTORES AND COMMERCIAL TELEVISION STATIONS
BE IT ENACTED BY THE GENERAL ASSEMBLY OR THE STATE OF IOWA

Section 1. Chapter two hundred sixty-two (262), Code 1966, is hereby amended by adding the following new section:

No state university shall operate any:

1. Bookstore or concession that sells or offers for sale, books, school supplies, or equipment.
2. Commercial television stations or any television facility which sells or accepts commercial advertisement for television broadcast. Provided, however, nothing in this Act shall prohibit any state university from leasing or renting the above enumerated facilities to private individuals, corporations, associations or firms for the purpose of operating such facilities."

(This bill failed to get out of committee)

Minnesota Bill

"Senate File 610 A BILL FOR AN ACT
RELATING TO STATE COLLEGES: PERMITTING THE STATE COLLEGE BOARD TO INSURE BOOKSTORES CONDUCTED IN COLLEGE BUILDINGS: AMENDING MINNESOTA STATUES 1965, SECTION 136.10, is amended to read:

136.20 (BOOKSTORE) The State college board may allocate space in a college building and permit a person or corporation to conduct a bookstore therein without rent during the pleasure of the board upon such conditions as may be imposed by the Board. *It may provide fire insurance for the merchandise inventory of a bookstore conducted in a college building."*

What is the reason for the pending legislation against college-owned bookstores ?

One major reason for this legislation is that some state-supported colleges are not observing educational needs and not retail-for-profit objectives. One institution in Illinois intended to open a new bookstore on March 1 with lingerie, men's wear, women's wear, radios, cosmetics, jewelry, hosiery, slacks, sweaters, gifts, sporting goods and other items not directly related to educational needs. Another state-supported institution in Illinois sold merchandise at prices comparable to a discount house. A store operated by the state should compete on a *fair and equitable* basis with any other business. That is to say, it should collect sales tax (as state stores in most states, including Illinois, already do) and should price merchandise in line with fair list prices and not on a discount house basis. Situations vary to a large degree as to what type of merchandise lines are demanded of the college store. However, it is believed that the college store should limit itself to items commonly associated with student demand. Basically, these items include textbooks, non-required reading of all types including newspapers and periodicals, school supplies, art supplies and engineering supplies (or other professional supplies required by the curriculum). Service items normally include greeting cards, records, traditional college souvenir items bearing the university name or seal, and drug sundries such as razor blades, tissues, cosmetics and other such daily necessities.

Bookstores are big business. The dollar volume in the college store market has doubled in the past four years. Some seventy stores--there were only 19 in 1962--have volumes in excess of $100,000.

College stores are moving so fast, both in volume and products handled, that they try the patience of the retail merchant. Good management is essential. It must be competitive. It must limit sales to items directly related to education. If it doesn't keep the bookstore's house in order, the legislature or Joe Meek will.

For nearly forty years it has been my pleasure and my duty to foster and protect the interest of retailers.

During those same years not once have they deviated from a conviction that education is an essential to our economy. Not once have they refused the taxes necessary to build, equip and man these swiftly expanding colleges into the superbly equipped universities of today.

We are convinced an educated people is the most productive people, the more apt not alone to support the free economy, but to understand it. I submit to you that an understanding of the functions of retailing and of union campus bookstores is more necessary today than ever before.

On March 25 we wrote the following in our Retail News Briefs: "Insurance for retail understanding *begins* on the high school campus. Expert bookstore executives say a major problem in successful operation is both a student *and* faculty lack of appreciation of the purposes, problems and procedures of retailing!

"Not only is the student too often *disinterested* in a business career - he also lives in a cloudy world of non-understanding.
"Retailing . . at *all* levels . would be well advised to work overtime to create both interest *and* understanding. It must begin at the *high school level* . . . There is the insurance for *future consumer relations.*
(1) *High school courses in money management,* consumer credit, basic economics (all three now being urged by many - both business *and* school leaders)
(2) *Junior Achievement projects* . . . To give honor to a young man or woman creating a paying business is to *insure understanding of all* business.
(3) *Larger, better Distributive Education classes with 'busy'* business men giving far more than *lip* service (if that) to an *indispensable cause.* If retailing is not to be *ruined by mistakes; broken by rebates; plagued by co-ops; slapped around by special discounts and prices' misunderstood in the legislative halls,* it had better begin in the *high schools* to discuss prices, pricing, maintained prices, inventory and its control, turnover, markdowns, merchandising, display, and especially the essentiality *of retailing.* It is a 1969 *must IF our free economy is going to persevere and productive jobs assured."*

It will be sad, indeed, if two arms of retailing turn into a armed camp, losing the strength of unity while we squabble over modern problems.

Retailers in the cities wherein your stores are located, are convinced, I believe, that they must share with you any market derived from students or faculty which have a bearing on student and faculty satisfactions, and which add to the educational perfections this world so badly needs.

A union store is accepted as a part of the cost of education by taxpayers. These taxpayers include retail taxpayers. The elements of convenience, of service, of coordination of teaching efforts are considered necessary by private retailers.

It is when these stores go beyond any accepted limits that trouble begins. It is when the factors of student and faculty needs are ignored that impatient resentment occurs. When this unlimited inventory is presented to unlimited patronage–come one, come all, buy one, buy all–trouble flares up.

Few merchants, few legislators and few taxpayers can see why a union store, on a campus, with the purpose of meeting scholastic needs, must sell apparel, jewelry, shoes, appliances, sporting goods and other lines which have nothing to do with "education" and the need of which can easily wait until the student is back at his home, maybe many miles away!

Retailing is concerned that campus union stores, even when sticking to their list, are subsidized. Every intelligent bookstore operator–and most of them are–knows the elements of cost in retailing. He knows about rent. He knows about taxes. He knows about selling costs. He knows about markdowns. He knows about failure–the complete wash-out–which occurs when these costs are not balanced delicately with merchandising and operating skills.

Every retailer believes that in any or all of these factors, the University provides subsidy. This subsidy will always be accepted as a part of the cost of education as long as the function of the union store, as they understand it, is closely followed!

They do not believe bigness is any excuse for straying from the path. They recognize the needs for enormous expansion. They admire the merchandising skills of the modern union store. They accept its new size. They even vote for such expansion, as we have witnessed these past few years.

When that expansion features lines having no relation to education; when an annual goal is to sell anything, at any price, to anyone; when it is reportedly necessary to obtain a large volume to permit paying off a bonded indebtedness, trouble begins.

True, many merchants have complained to us about you, as a competitor, who have neither the stock nor the proximity to the campus to deserve to be competitors. Nor do they have the ability to compete. These merchants get little comfort from us. They have simply found a new whipping boy on which to place the blame for their frailties.

But when skilled merchants complain about meeting bookstore buyers in far-off markets buying lines which have no relation to education and which are being bought in quantities larger than they can afford, they ask us for action. We go to work. So would you!

Retailers who are successful do not like to try to kill competition, even though they believe it to be unfair. However, if they can't even it up legislatively, they then seek competitive equity. They ask that the Occupation and State Service Taxes apply on all goods sold. The Legislature wisely complies. They ask for specific wages and overtime if their campus competitor does $500,000 annually.

If the union store persists in competing in the market place, assumes the right to sell what it pleases, where it pleases, and to whom it pleases, then retailing says: "Fine, but let's run the race even-steven! Let's see that those who go into the open competitive market pay and regulate as competitors." This, in essence, is the story of our interest in the Internal Revenue Service.

As for price discounts, rebates, favors to pet customers, as compared to the "one price for all" customers, we have some criticism but more of sympathy. We are laboring under the same handicap. Students, faculty and many a customer in neither classification believe they are entitled to discounts and rebates because they feel there is so much subsidy in retailing, (particularly where the school is the "owner") that they can make their request for lower prices and rebates a regular policy.

Oftentimes, sans courage and imbued with weird competitive impulses, we help their cause. Private retailers in your town offer special prices to students. They advertise preferred treatment in providing services. They make the student (usually well-heeled by his taxpaying Dad back home) feel as though he was something special.

A dark suspicion enters his mind. If all students and faculty can get merchandise at lower prices, it must be true that retailing is not telling the truth about its shrinking profit margins and the why thereof!

I have three suggestions. One is already a part of this document. That we begin, at the high school level, to teach the fundamentals of business. Second, that we *try* to find some faculty folks who do know our story and will help us to tell it–not join in the "give us a rebate" chorus! Surely, the educators in the field of banking, money management, economics, credit, merchandising and advertising–even in arithmetic, ought to at least get some practice for what they preach!

Finally, let's try to work together–as town store and college store–to meet and solve these problems. United we might at least cut down the demands for special treatment which must now make a college bookstore operation (subsidized or not) a very perilous operation.

We have other vastly important problems–taxation to volume extinction; shoplifting is a great curse now costing us as much as 2% of the annual volume in department stores, and as much as 7% when they self-serve and self-steal!

We must meet the challenges of the consumer movement grown more insistent about product knowledge and product performance.

We must understand our functions. If we do not, the legislature, representing the concerned taxpayers, will do it for us.

The Illinois state law, introduced by the Speaker, backed almost unanimously by a legislature, simply says all we wanted it to say. I quote:

"AN ACT in regard to the retail sale of merchandise by or on the property of state institutions of higher learning.
"Be it enacted by the people of the State of Illinois, represented in the General Assembly:
Section 1. The governing board of a State institution of higher learning may not permit or authorize a retail store carrying any line of general merchandise to be operated by that institution or to be operated on property held or leased for the use of the institution when such an operation can reasonably be expected to be in general competition with private retail merchants in the community. This Act does not prohibit the sale by such an institution on such property of items commonly sold by institutions on January 1, 1968, including but not limited to books, food, beverages and items connected with research studies of courses offered at the institution."

What it means is that we, too, believe you have a great and essential function. Stick to it and we will applaud you, finance you, aid your growth. Go into the competitive world with abandon and without regard for those in that world and you will have to face more corrective measures—and pay income taxes as well."

Raymond Vanderhoef, Manager
Iowa Book & Supply Company

VANDERHOEF: As a privately owned college store serving the academic needs of the University of Iowa we are forced to follow certain basic rules of operation.

A. Our first and most important obligation is that of supplying all the required, recommended or suggested books and other learning materials. All other lines of merchandise must take a secondary role to this fundamental obligation. If we need the space and funds to expand this function, other lines of merchandise must go even though they are more profitable for the store.

B. We never attempt to stock other lines of merchandise if some other store in the community is doing a good service job in that area.

C. We attempt to carry everything needed for the academic program even though it must be carried at a loss to the store.

We do not believe in trying to become a department store complex, but rather to limit our operation as to lines of merchandise and handle these lines as professionals in the community.

We currently operate several small stores on college property that we rent from the college. The first thing we do in these operations is to get on all the local state and federal tax rolls and become an active member of the local chamber of commerce. By so doing we have become an active member of the local chamber of commerce. By so doing we have become a part of the local business community and we have freedom to operate in any manner we so choose so long as it does not interfere with our obligation to the college.

We fully realize there are many private stores and quite a few school-owned stores that do not believe as we do. In other words, they tend to be what we call the "fast buck" operators who want to take all they can get and give as little as possible in the line of services to the academic community. We have these people in all lines of business, and I find it very difficult to sympathize with them when they cry about unfair competition. In our opinion, profits are the dividend you receive for a job well done.

If we were asked to make a recommendation to any union director as to how best to set up a college store in the union in such a manner as to avoid all possible outside pressure and criticism, we would advise as follows:

A. Hold a meeting with the local chamber of commerce and advise them in detail what you are planning and why. Tell them that the new store will pay all sales taxes, sell at list prices, put the store on the local tax roll, the state and federal tax roll, and also apply for a working membership in the chamber. It is not necessary to tell them the store will be charged a sufficient rental so the state and federal taxes are not a burden. By doing this the store will be no different than any other competing business in the community.

B. Make sure the accounting system is set up on the accrual basis and not a cash basis and that all the expense accounts charged by any other tax paying business are part of the system. This final operating figure makes it much easier to combat student and faculty demands for special discounts, et al.

C. Restrict the lines of merchandise largely to the demands of the academic learning process and never add departments where the service is good in the local community. This again is assuming the campus is within walking distance of the business community.

D. Staff the store with the best possible trained and professional people in the college store field, regardless of the degrees they might hold.

E. At all times have the members of the store management group be the most active community workers possible.

In conclusion, it is again our opinion that a single store can never satisfy the student and faculty demands when enrollments grow beyond five thousand students. A good, well-run, competing store in the general area is an asset rather than a liability and the college community gains rather than loses when this situation exists. The very fact that there is good competition forces both stores to do a better job in the long run.

Mr. Richard J. Boardman, Director
University Center Bookstore
Northern Illinois University

I have a few things I find objectionable about Senate Bill 2008, formerly Senate Bill 168. I agree that our primary concern is to run a book-centered operation and that our responsibility is right alongside of the university library in trying to run a cultural center for the students and faculty of our university. This is our main job. I think it's something that all of us, through our association, plug all the time. Some of us aren't doing too good a job at it but we're all striving to improve this part of our image and to actually offer the best possible book service. In our store books represent 73% of our sales and we devote 2/3 of our space to books. In Senate Bill 2008, introduced in the Illinois Senate by Hudson Sows, the only thing we could carry as far as books are concerned are those books which are actually specified in writing as required or recommended for that course. This I have to disagree with. I think the college store should, in order to provide the service which is demanded by today's faculty and today's student, carry every book that is published. Now, as far as the rest of the lines of merchandise are concerned, I don't think we're going to find any big disagreement at all, as long as we stay to our business, and that's what House Bill 195 told us to do. We should carry merchandise that is typically that of the college store - the pencils and paper, art supplies, the other little side line items which we consider part of the college, the "rah-rah" items that go along with it: a sweatshirt that identifies one as being from Northern Illinois, a pennant that says Northern Illinois University, a beer mug that says that, an ash tray that has the symbol on it. This line of merchandise goes along with the esprit de corps of the university and it has the university seal on it. These items, I think, should be included and they aren't included in 2008.

Any university bookstore operation or any institutional bookstore manager who has thought the situation over at all has absolutely no argument at all with the legitimate privately operated stores. They help to provide better service to our academic community. Senator Sour said that we were not paying sales tax. Nobody pays sales tax but the consumer. Bookstores collect it just like any other retailer collects it, but he led people to believe that we didn't. Most union buildings, or university centers, are not built by state appropriated funds. Bond issues are sold to private individuals. The private individual buys these bonds and it is our responsibility to retire the principal's interest out of the operation of that building. The university may be tax-support and the union and its store are a part of that university, but we've handled this situation in a little bit different way. This is an investment on the part of private individuals from across the state who want to buy these bonds and it is our responsibility to pay off the indebtedness there, and that's where our funds are used. In our case at Northern, we have a $10-1/2 million union building that is going to be the property of the State of Illinois at no cost to taxpayers.

Russell Reynolds, General Manager
National Association of College Stores

I think we only have one problem with free enterprise, we don't have enough of it. Our biggest problem is the trend we get toward monopoly, and I suppose if anybody wanted to quote me on one thing - I really hate monopoly and I hate it with a passion. I'm going to be a little philosophical about the whole problem here in Illinois. The thing that bothers me about, not the first bill at all but the second bill, in particular, is the right of the freedom of the university to select its own course and to run its own business without unnecessary interference from the legislature. I'm not thinking about the little problem of somebody putting some clothes down some place and annoying a few local merchants. I'm thinking of the long pull in this country where the trend in education is going to be public. It isn't going to be long before it's unusual for somebody to be able to go to a private school. But when this is true, we have the ever recurring danger of the state attempting to dictate the educational policies of the school, and for that reason, I was very much concerned about this Illinois legislation. Actually, Joe, what you did in the first bill was within the province of the legislature. You really passed a resolution that said "for goodness sakes, fellow, won't you straighten up here and understand where you're going because people are resentful." You gave a suggestion. A bill of the kind we're talking about there with some real good teeth in it is just really unnecessary interference with the rights of the schools to do what they should do. Now, once again, freedom isn't licensed, and if the school just really simply doesn't regard the needs of the whole state, it's going to get in trouble. . . enough on that one. I always hate to see action taken in the legislature, particularly when you have only one or two offenders. If there's any one thing I do know, it's that the trend in the college store business is to books and away from miscellaneous merchandise. We have been nagged so unmercifully by the publishers, you know the old business about all you sell is puppy dogs and T-shirts, and some of them have a much more repulsive way of putting it, and I can't do it here. They all know it annoys me and they continue to do it; I'm sure this is why.

On the business of the IRS and the taxes, I was having a small conversation with Mr. Meek about the problem of tax on advertising and non-profit publications which was enacted with the IRS, and the word is enact about January or February here where the profits on advertising from non-profit organizations are going to be taxed. This really isn't going to change the competitive factor here at all. All that is going to happen is *National Geographic* is going to pay more taxes and have less funds to do some of the very useful things for which they were given their tax exemption, but it isn't going to change the competitive factor between business groups and *National Geographic* one bit. And I suspect that even though we taxed every college store, it really wouldn't change the factor. The real issue here is very simple, as long as this store will compete fairly. The places where they don't compete fairly is when they discount and when they rebate and do things like this. This is the real problem as far as the local merchant is concerned. If he's got a fair crack at the business without having the schools, because of their favored position, use this as a method of cutting the price, then I think we have another thing.

Summary of Discussion

Three main points emerged during the discussion.

1. Continuing communications are needed. Much of the difficulty preceding unfavorable legislation results from lack of successful efforts to explain well in advance the reasons for establishing service facilities in college unions. Such explanations must be repeated and continuing relations with local merchants and leading tax payers are necessary. Top university officials should be conscious of the problems and should be available at the start of legislative or other investigations to present the rationale for service operations. Legislators have proven themselves to be hard-working, open-minded persons who are receptive to properly presented arguments and who are very receptive to the testimony of student representatives.

2. The reasons for including facilities in unions which might be seen as competing with local merchants must be sound educationally. Some, like guest rooms and other conference facilities, often bring additional revenue to these merchants. The clientele of the union should be limited to persons and groups whose orientation is educational. The bookstore at Northern Illinois University at Edwardsville included a line of clothing in its merchandise because, among other reasons, it hoped to use it as a teaching device in merchandising and clothing design. Experience indicates that state university stores which sell clothing lose money in such operations.

3. The propriety of amortizing bond issues from the operating income of college stores and other revenue - producing operations, was questioned. On the other hand, discounts, rebates and lower (than commercial) prices which might seem unfair to merchants, are often demanded and obtained by student leaders whose motivation stems more from the need for issues rather than a sincere interest in the reduction of costs to students. Capitulation to such demands is often made by officials well above the bookstore manager in the university hierarchy.

BOOKSTORE MANAGEMENT: WHAT EVERY UNION ADMINISTRATOR SHOULD KNOW

Harold W. Jordan, Director
Indiana Memorial Union
Indiana University

This paper considers: 1) The advantages of the bookstore manager reporting to the union director and 2) what the union should expect from the bookstore.

As our universities become larger and more complex we encounter a frustrating problem of communications. Student organizations list this as a major problem. Ignorant committees or uninformed administrators can easily over-simplify or misunderstand the problems of the bookstore. In these days of stress and strain, rising costs, shortage of good help, pilferage and a general lack of interest, there is a great satisfaction in having a sympathetic ear available. The owner of the ear will listen, give sound advice and possess an understanding of mutual problems. Such cooperation can be obtained between the bookstore manager and the union director. Together they complement each other and solve many problems. Both are engaged in big business, complicated business, and many of their problems can be handled more economically when handled jointly.

As we all know, there are not two schools that can really be compared. There is always some difference. I care little which came first, the egg or the chicken. I know of some schools where the bookstore manager became the union head. In others the union director became responsible for the bookstore. The one thing I do feel that is important is the fact that in either case the union director should be business oriented. In other words, I could *not* recommend that the bookstore manager be responsible to the union manager unless the latter had a business background rather than one in program or student personnel. If the union director is not business oriented I am the first to say the bookstore manager should report to the university business manager or comptroller. If both the union and the bookstore should be under one roof, what are the advantages?

1. A built-in traffic pattern that assists both operations.
2. Union patrons enjoy many services that would otherwise not be available.
3. Bookstore manager can be relieved of housekeeping and building responsibilities and stress better management.
4. Economies through joint operation and reduction in duplication of effort.
   a) Maintenance
   b) Payroll department
   c) Promotions and publicity
   d) Space utilization
   e) Controlled warehouse inventory of supplies
   f) Accounts receivable
   g) Administrative overhead
   h) Control of monies and sales information
   i) Procurement of personnel and orientation
5. As one organization - unified procedures.
6. Better business administration may be enjoyed jointly.
   a) Cost accountant
   b) Business manager
   c) A larger combined business operation will provide more complete cost reporting to management than could be afforded by two separate operations.
   d) Better over-all line of authority, more clearly defined, resulting in improved supervision.

BUILDING A UNION BUDGET

Louis J. Berndt, Jr., Assistant Director
University Center
Louisiana State University in New Orleans

In most unions, budgeting or budgets must be in the category of a household word. It is familiar to almost everyone, but I suspect that it means different things to different people, depending on their personal experiences and the point of view from which they make their observations. For example, some consider budgets to be a control tool to aid them in keeping track of their particular operation; some consider them to be devices strictly for the union director's use in holding people's feet to the fire; and still others look upon them as an annual numbers game, to be forgotten once the numbers have been agreed upon.

From some research and reading that I've done recently on this subject of budgeting, there seem to be a number of different ways in which people view budgets.

One of these goes back a number of years to the point in time when budgeting was thought of only in terms of expense control. This might be described as the appropriation type budget, which places a top limit on the amount of money that can be expended on a given project or activity, expenditures in excess of the ceiling amount requiring supplemental approval.

A subsequent viewpoint of budgeting encompassed elements of the old but adding some new dimensions. Under this viewpoint, a budget is defined as the expression or philosophy, in financial and other appropriate terms, of an integrated plan of operation for a specified period of time, usually one year. Specifically, the interaction of all the individual departments is reflected in a statement of profit or loss, a balance sheet and a statement of the source and use of funds. It is with this definition of a budget that this discussion is based.

One of the comments frequently heard about budgeting is that it is not worth the time or effort because after a month or two, after a lot of blood, sweat, and hours have been put into its preparation, it is useless since actual conditions are so much at variance with those anticipated at the time the budget was prepared. A comment such as this indicates a need for a clearer understanding of the purpose of budgeting. One of the purposes of a budget is the part the budgeting process plays in integrating the activities of the various operations. It assumes that the projection by the food services department for maintenance services is sufficient to cover actual costs incurred by the maintenance department in cleaning the food service area; that personnel requirements can be met; that program department requests (if not alloted from student fees) are feasible. A related purpose of the budgeting process is to provide a communications device through which all managers can see how their activities contribute to the goals of their own operations and to those of the entire union.

The next major purpose of budgeting, and a very important one, is to provide a means of measuring accomplishment against goals and how actual income and expense compare with planned amounts. In this respect, the budget is a form of self-control. To be most effective it must be compared with actual performance and whether corrective action should be taken to get back to the budget or whether the original plan should be revised because of substantial changes in conditions.

With this discussion in mind, we can proceed to consideration of the three basic principles underlying a sound budgeting program.

1. The plan which the final budget represents should evolve from careful consideration of alternative courses of action. Analyzing alternate plans in an orderly fashion has a specific value in that the very process of weighing alternatives results in a more thoughtful and realistic plan.
2. The selected plan or budget for the over-all operation should be supported by documented plans for each of the departments. These sub-plans should spell out the contributions which the departments must make if the over-all goals are to be achieved. In addition, the departmental plans should identify the specific ways by which their goals are to be achieved, the assumptions made in establishing the plan, and the timetable (if at all possible) of accomplishment.

The recording of these assumptions is particularly important because this information will later provide a basis for determining whether variations from the budget were the result of unforseeable changes, lack of business intelligence, a poorly planned budget or poor execution of the budget.

Another important facet of the departmental budget is that it must be based on accurate accounting data. Probably, the most important tool of budgeting is accurate, intelligible recordkeeping. The money and time spent in this area will more than pay for itself when a "most likely to occur budget", which I will discuss a little later in detail, comes from this effort.

These points are essential if you are to improve your budgeting skills.

3. The budget should be geared to organizational philosophy and structure. If the budget is defined as the expression of an integrated plan of operation, it follows that the people who prepare the plans must also prepare the budget. To put it another way, if we define the job, give a man responsibility and authority to do it and hold him accountable for the results - the man to whom the activity has been assigned ought to have something to say about what he has to spend to get them.

I don't mean to imply that each manager or supervisor should be given a blank check to carry out all the programs he considers desirable. Until every union is supported by unlimited funds, and I don't know of too many that are, it will continue to be necessary to modify the budgets in order to achieve a desired goal for the over-all operation.

There are some problems or questions that arise in building a budget I'll ask three questions and, as my wife does to me, proceed to answer them:

1. Should a department have two budgets–an "optimistic" one for local use and a conservative one for use by the union director, president or board of trustees?
2. Is a budget a guarantee of personnel performance?
3. Should the budget be revised during the year?

For the first question concerning two budgets, it is my honest belief that the most usable budget for everyone is a budget that expresses the best judgment as to what is *most likely to occur* during the budget period, barring unforseen circumstances or events. What is most likely to occur is quite different from what you would *like* to see happen–the safe approach. The only way a union director can "balance" his budget is to have budgets in the best judgment he has and his staff has.

Should the budget be a guarantee of personnel performance? Or, to add a question to a question, does meeting or exceeding the budget automatically indicate that a good job has been done and does missing it indicate poor performance? First of all, we have to recognize that despite our best efforts to budget accurately there will always be changes beyond the control of a department which can result in failure to meet a budget. For instance, extra school holidays during peak periods, unexpected wage increases for federal or state employees on your payroll, changes in minimum wage laws, changes in minimum holidays for hourly employees, unanticipated enrollment changes, rainy nights on a number of programs where a great deal of money is at stake, special celebrations, cancellations for additions of large conferences, a winning or losing football season can make or break a budget. Under such conditions, how should the original budget results be used in appraising performance? Perhaps what I am suggesting is that from the standpoint of using the budget to appraise performance, the fact that actual results are better, equal to, or worse than the budget is not conclusive evidence of the quality of the managerial job. The factors underlying the end results must be analyzed. Were there substantial changes, was there sound management, was there an elimination of a large anticipated expenditure? Appraisal of performance against a budget requires good judgment. I admit that it is difficult and time-consuming to make this kind of budget analysis and much easier to look upon the results reflected in the budget as an absolute commitment, but without analysis it is likely that the question of submitting two budgets will be quickly resolved. Ultraconservatism would become standard operating procedure and the budget would become such a sacred cow that it would force managers into making wrong decisions in order not to violate it. The danger in going too far down the "conservative" or "guarantee of performance" road is the destruction of the budget as a useful managing tool.

Last question–should the budget be revised during the year? This is an excellent question and one which each must answer for himself. I believe that adhering to a fixed budget has advantages and disadvantages and that a combination of flexible and fixed is a good rule.

H. Bruce Hudson, Manager
Memorial Union
Iowa State University

A budget is a guideline for spending and a restriction on overspending! If properly used, it can be a projection of the year's goals and an effective communication link between the university administration and union management. It is most important that university administrators be aware annually of the union's financial needs and that an adequate share of the pie be allocated to this campus service organization.

As a non-preparer, I speak with no authority and I am a poor help to those who are required to prepare budgets. I have great sympathy for preparers, having been in Industrial Sales for seven years where a Vice President increased my sales budget each year in 10-15% increments regardless of good or bad/cold or warm–and without my consultation or prior approval. Does it then follow that a budget is no better than the thought, cooperation, realism and luck that goes into it?

Iowa State Memorial Union is a non-profit corporation operated as a membership club. Although the Union is forty years old, the management has never been required to submit a budget to the directorship. A rule of thumb budget has always existed in that expenditures should never exceed income and a constant effort is maintained to keep all operating departments in the black. No state funds are available despite the fact that we are a state university. However, as the university enrollment grew, more student fee income became available and our operations produced enough supplemental support to allow us to expand, replace and modernize. In addition, certain goals were set each year based on the past year's experience, projected enrollment growth, year-end financial condition, the community labor market, etc. In specific years, we have reduced our net profit to increase the money amount retained by the Corporation or we have improved salaries at the expense of interior replacement and modernization.

It is very important to establish a priority list of expenditures based on the availability of funds. An accurate record of forty year's expenditure experience tied to the University's growth record has been most helpful to me as manager. I would argue that our non-budget preparation allows us more flexibility to adjust to the status of the Union operation as it is reflected in our daily, weekly and monthly financial reports.

We could justly be accused of flying our operation by the seat of our pants with the *only* stipulation being that we take in more income than we expend. However, there are thirty-one directors, a ten-member executive committee, eleven thousand life members of the club, and seventeen thousand students to see that we do not go off the deep end.

We constantly strive to improve our financial condition because in doing so, we improve our borrowability. If you can not borrow, you can not expand and who of us does not feel the need to expand? Loaning agencies, banks in our case, do not look with favor on poor financial risks.

If I were required to submit a budget, I would ask: 1. How do we predict accurately the effects of new competition–particularly in food and bookstore areas? 2. How can we budget labor costs with the present wage spiral? 3. How do we know accurately when a major equipment change will be necessary? How about such equipment as air conditioners and dishwashers? (We try to keep an emergency fund on hand.) 4. With the current draft situation, how do we accurately project what the student fee income will be?

We do not prepare a formal budget, but we have the same concerns as those that do, with the difference that our figures are not committed to paper and forwarded to the President or his Vice President for Business and Finance. However, we take the same stomach quieting medicines and lie awake nights wrestling with the same basic problem, "How do you balance the Union's budget?"

Daniel H. Sullivan, Director
Student Union
State University College at Brockport

WHERE DOES YOUR COLLEGE UNION MONEY COME AND GO???

EXPENSES	*SAMPLE*	*YOUR COLLEGE UNION*	*INCOME*	*SAMPLE*	*YOUR COLLEGE UNION*
Building Debt	N.A.		Student Fees	12%	
Professional Staff	17%		State or College funds	75%	
Clerical Staff	9%		Food Service	N.A.	
Student Help	18%		Recreation areas	7%	
Maintenance Staff	14%		Programming	6%	
Supplies	9%		Bookstore	N.A.	
Utilities	N.A.		Guest Rooms	N.A.	
Programming (Entertainment, movies, speakers)	25%		Theatre	N.A.	
			Other	N.A.	
Publicity	2%				
Public Relations	1%				
Travel	5%				
Other	N.A.				

N.A. -- Not applicable

To build any college union budget the first requisite is a knowledge of the present budget, income and expenditures. Hence the foregoing form. For those with no idea of their percentages, I would say, "know your own budget before you try to build on it."

The State University of New York has a unique budgeting system. Finances for particular units within the State University come from three sources:

A. The State University general budget
B. The Faculty Student Association on each campus.
C. The Student Activity Fees

The monies from the State University budget are allocated by the State Legislature. These monies go for salaries of professional staff, clerical staff, student help, graduate students, maintenance staff, building construction, building operations, and as supplies and expenses. In addition, the Student Union pays the expenses for such things as telephone, travel, mailings.

The Faculty Student Association monies are monies that are generated within the College Union, such as game room revenue, guest rooms, rental of equipment, poster making, etc. These particular incomes are set up in an account in the Faculty Student Association and the College Union is allowed to draw on these monies at its discretion. These monies purchase additional rental equipment such as bicycles, typewriters, and billiard and table tennis tables, as well as such services as magazines, newspapers, equipment repair, art displays, student help, publicity and public relations.

Student Activity fee monies are obtained from the Student Government in the various state campuses. In most cases, there is a Social or Programming Board which, as part of the Student Government, yearly submits budgets to the Student Government. Usually, the Student Government is most generous to the Programming Board. These monies can be spent for such things as big name and Coffee House entertainment, A.C.U.I dues, conferences, publicity, shopping buses, art exhibits, and general student travel to conferences and workshops. The most dramatic

thing that has happened lately has been in the student fee area. An edict from the Central Office stated that student fees are no longer mandatory. This means that if a student does not wish to pay his fees he does not have to. These fees are collected separately by the Student Government. The voluntary fees has presented many problems on the individual campuses. At Brockport, for example, about 80% of the students pay fees. When a big name entertainer or guest speaker appears, two different prices are established; one for the fee-paying students and higher price for the rest. This presents all kinds of problems in such activities as newspapers, year books and athletics. Should we charge for year books that normally have been given out free? Should coaches eliminate players who have not paid their fees?

The fee decision in New York may have ramifications for other parts of North America. The budget ramifications are obvious.

PART FOUR: THE UNION PROGRAM

THE ELEMENT OF CONTROVERSY IN PROGRAMMING

Robert E. Corley
Dean of Student Affairs
University of Illinois at Chicago Circle

> "There is no learned man but will confess that he hath much profited by reading controversies; his senses awakened, his judgment sharpened, and the truth which he holds more firmly established. In logic they teach that contraries laid together more evidently appear; and controversy being permitted, falsehood will appear more false, and truth more true."

The academic community can scarcely quarrel with these words of John Milton since they express the fundamental character of the process by which knowledge and truth are discovered. They express, too, the rationalization for the academic freedom which is valued so by the instructional and research segments of the university world and which must be guarded so zealously, particularly in these days of intellectual and social turmoil which at times threatens to tear asunder the very order upon which the educational institutions have been erected.

Therefore, to ask, "Should controversy be programmed in union activities?" is to ignore the current state of affairs in the world, in the nation, in the cities and in the universities. To answer "no" would represent the utmost in escapism. It would be more appropriate to ask, if one were inclined to do so, "How can one program without controversy?" But the answer would be infinitely more difficult to come by.

Whether we like it or not, controversy is so much a part of the human condition today we must conclude that, at least for the moment, we are stuck with it. To deny it is not only to ignore the world around but is to commit a special sin against the fundamental academic mission of the university.

The controversial nature of programming which we discuss at this time needs no further explanation or justification. It must be assumed that students are no longer the unconcerned dilettantes of the 1920's or the withdrawn organization men like the post-World War II student of the 1940's and 50's. In classroom as well as in out-of-class activities the old fun-loving activities, though still important as diversions, are less important to those students who become the leaders on the campus today. As in the depression days of the 1930's the world problems are so much with us that the campus cannot hope to serve as a privileged sanctuary or college life as a diversionary retreat into a world of fun, frolic and frivolity.

The concerns of students are expressed in their increasing clamor for greater responsibilities, for curricula more appropriate to their lives and experience and for answers to current problems. No person in the academic community over thirty years of age with any significant contact with students can help but be amazed at the intensity of the concerns which some of these campus leaders express. They may express their concerns in vague terms, in confused and frustrated forms of activity; and they seem to possess only two-color vision, black and white, but they cannot be accused of timidity, apathy and indifference.

If controversy is inescapable, if it is justifiable as a necessary element in the educational pursuit, the question we face is not "Will it be programmed?" but "How and where shall it be programmed?" I believe that union activities are a necessary part of the educational system. I agree with the change from the term "extra-curricular activities" to "co-curricular activities." I assume that this designation is intended to symbolize the closer relationship which union directors wish to achieve between the academic and the recreational activities of students on campus. I quite agree!

The classroom and the laboratory at their best provide arenas which produce the knowledge and the theory by which life experiences become more understandable and meaningful to the educated man. But while immersed in the abstract process of formal learning the student may find the co-curricular activities as the appropriate arena to put into practice some of the notions he has developed in the classroom on a scale which is manageable and under conditions which may properly be looked upon as a bridge to greater participation in the life of the non-campus community.

As administrators in a university setting, however, we sometimes find that our procedures, our organizations and our sleep are disrupted by the consequences of the changes that have occurred in the campus community. Pressures from the inside, from those who feel that controversy has gone too far, and from the outsiders who disagree with the positions presented and who feel–because they have had so little contact with the campus in recent years–that the educational system has gone to pot in more ways than one, place us in the position of defending constantly that which we feel needs no defense. The cynical person may ask, "Isn't that what you are paid to do?" but such a reminder of our professional obligation does not make the task any easier. Under the constant pressure of internal as well as external scrutiny we sometimes long for the kind of programs that serve as acceptable escapes from the cares of the world–dances, healthy recreational activities, whimsical pranks and other youthful exuberances which are so much a part of the stereotype of college life as we have know it in the past.

Such longing must be repressed lest we be accused of timidity, fear, gutlessness and anti-intellectualism by our faculty colleagues and student activists. In the critics' minds we must be able to take criticism with equanimity, make the right decisions at the moment of truth and, in the heat of controversy, not show those traces of irritation, dismay, anger or prejudice which are often part of the humanity of the person. The universal demand that administrators have no human frailties or emotions persists. When we play this role we sometimes suspect that same public of duplicity when it accuses us of contributing to depersonalization, alienation, personal frustration, psychological withdrawal and most of the other oft-quoted ills of modern man.

If this be our lot in life we must learn to accept it in the full knowledge of the fact that we are not alone. Administration as a profession is a comparatively new development and even those who have gone through the recently developed training programs designed to indoctrinate and prepare one for administrative tasks in the business and public arenas are noted for their frequent genuflection to the goddesses, Maalox and Gelusil. For those recently came to the administrative role from the sanctuary of the academic world where we were privileged to opine oppression, to protest with impunity, to complain about complicity and then to retreat into the classroom, protecting ourselves with the mantle of academic freedom, the shock of public discovery is disconcerting to say the least.

If, then, we assume that the fundamental purposes of an educational institution are the search for knowledge, the dissemination of that knowledge, the development of understanding toward which that knowledge contributes and the attainment of wisdom which stems from understanding, then we judge our actions as policy makers, as administrators and as educators with reference to the contribution they make toward these ends.

It is in this sense, I believe, that college union programs become genuinely co-curricular. They represent means by which the academic spirit of the university community is reinforced and extended into activities which may not be entirely appropriate to the classroom, laboratory, or

library. Inappropriateness to the latter arenas, however, does not mean that such activities are not appropriate to the realm of learning and mind development. Though Socrates recognized the need for the one-to-one dialogue between teacher and pupil, and the Greeks, of his time, generally felt the need to air their ideas in discussion and debate, they also recognized the need for healthy physical activity, sociability, and competition in sports as well as intellect. All was not grim, intense, single-minded concern with the great issue of the moment. In Socratic wisdom, the whole of life must be so ordered as to contribute toward the achievement of the good, the true and the beautiful. Education can be, and often is, achieved in activities which are not peculiar to the central efforts of the formal educators.

If, then, the development of ideas comes, as Milton and others have suggested, by laying contraries together so that by comparison they more "evidently appear" the union program can perform a salutory service to the university. It is our role as general university administrators to help provide the policy support for such programming, to protect those policies once established, and to defend the properly conducted controversial program once it has been presented. In this way the president, dean, college union director and his program staff become co-workers in the educational vineyard and coeducators with our faculty colleagues, each performing his role in an appropriate manner. To manage this requires close communication, frequent discussion and confidence in the ability and willingness of each to share the responsibilities of the other.

If one accepts this notion it follows that the program director assumes a new role; a role notable for the trends and changes it has represented in recent years. No longer is he simply a party planner, a recreational leader or arbiter of social conventions. He becomes a teacher whose methods and techniques must be quite different from those of his faculty counterpart. Rather than assuming the traditional role as master of the teaching situation he must allow the student staff to take over the leadership and give subtle guidance without directing in an authoritarian or dictatorial manner.

Controversial topics, discussions and programs presented by union committees may be acceptable and necessary aspects of the total university bill-of-fare but they must be evaluated in terms of the fundamental purposes of the university. When they are planned and presented to reinforce those purposes they must be encouraged by all persons and by all means possible. But controversy, particularly in recent years, has had a way of developing into conflict on college campuses as well as in other settings in our national life. There is always the chance that the "best laid plans of mice and men" – and program directors–go astray and the controversial becomes disruptive and destructive of the very purpose for which it was conceived. Controversy for controversy's sake cannot be justified, but controversy for educational ends cannot be condemned. To illustrate what I mean I quote from Alexander Pope who said:

> "What Cicero says of war may be applied to disputing,–it should always be so managed as to remember that the only true end is peace.–But generally, disputants are like sportsmen–their whole delight is in the pursuit; and a disputant no more cares for the truth, than the sportsman for the hare."

Herein lies the problem that we are faced with in our educational as well as national life. Much of what goes by the name of controversy and dialogue today has degenerated into mere "disputation" as Cicero meant the term. Its end is not education or truth-seeking but mere public exhibitionism and disorderly destruction for the benefit of the mass media. Fortunately those who engage in such tactics are few.

In most instances the students who plan controversial programs do so with the best of intentions and are convinced that their efforts are supportive of and supplemental to the educational process. As in the case of anyone else who lacks experience they are not aware of all the possible consequences of controversial programming and their preparations may not be adeq te to the situation. It is in this area that the responsibility of the program staff is greatest and in this area that the supervision and teaching must be done. Responsibility cannot be avoided, and where it is assumed and conscientiously carried out the union programs add immeasurably to the quality of the educational mission of the university.

I hasten to add that I do not counsel caution in programming. Rather, I counsel care and preparation as well as a continual concern for the preservation of the values of education. The practical problems involved in achieving these values in union programming need attention. Pressures accompany each controversial program. The lack of respect for free speech on the part of some today who publicly proclaim their dedication to the principle may well cause disruptions in events that embarrass the program staff and the university as a whole. But these things call for planning, not caution.

Ideally, of course, it is best to develop methods of student control of student behavior in such instances, but practically, in many cases it doesn't always work. As in the general society, when self-control breaks down, it is necessary to call for aid from some more formalized controlling agencies, such as university or civil law enforcement personnel. Utilizing these means to preserve the element of controversy in programming is indeed a hazard, a hazard which may in the end take on the character of suppression of discussion and dialogue which in itself is antithetical to the very purpose of the university.

How to accomplish these ends under the current conditions of radical protest on the campuses throughout the nation plagues nearly every program director. This problem can be solved only by the greatest cooperation between all those in the university, from the president on down, who are responsible for maintaining the orderly pursuit of normal university activities. Only with such cooperation will the union activities receive the support they need if they are to contribute to the success of the university's program.

Donald L. McCullough, Activities Coordinator
Student Union
University of Connecticut

Programming is the awareness of what's going on around us, of interests of the student body and of its fragmentations. It is exposure to life in some of its many aspects. A balanced program presents the radical left, the conservative, the "in" things, the square, the weird and mystic, the down-to-earth, and factually boring programs. It encompasses the entire spectrum of thought.

The program staff's responsibility lies in a different plane from that of an academic teacher. It is in no less critical need of freedom. This freedom *must* be used wisely. It *must* be used to achieve the balance that is so necessary to good programming in higher education today.

Controversy does have a place in programming, but not *controversy for controversy's sake.* Controversial programs? Not as such –topics and people are not usually controversial – only the point of view is the item of controversy. It takes two divergent views to make a controversy. People can be eccentric, odd, different, square, or weird, but are not in themselves controversial, unless they are schizophrenic.

Since it is the viewpoint, opinion, or theory presented that is divergent from the popularly accepted view, we find ourselves dealing with a potentially explosive situation. Hypersensitivity to this reaction produce on radical tangents to the balance of good programming. Certainly there are programs which raise eyebrows – rock and roll and the twist did five or six years ago, but then so did the flapper music of the Twenties, along with the dances knows as the Charleston, Black Bottom, and the Big Apple.

All programming should be approached from a sound and stable position. Our individual philosophies of programming must be compatible with that of our union staff, dean, institution president and the philosophy and goals of the institution. Here we might raise the question "Do

student programming bodies have the responsibility to approach controversial topics in programming?" If we assume they do, then we must make sure they have the *right* to pursue these programs. I am not now speaking of a privilege that is extended and then withdrawn in light of crisis or pressures, but of a right inherent. As in all cases, the right and the responsibility are inseparable. They demand one another.

Personal viewpoint on any one topic must not be confused with, or be allowed to influence, the overall programming philosophy of boards or of the institution. Conflicts must be worked out to the end of consistent policy. We must work toward policies that are general enough and permissive enough to permit the same freedom in programming for all student groups on campus. Many campus groups are excellent resources for program ideas, lecturers, and topics. Many times they have personal contact with the most knowledgeable speakers in particular areas.

Do student programming bodies have a responsibility to approach controversial topics in programming? If we assume they do, as indicated in the *Student Bill of Rights* then we must, through policy, make sure that they have the right to pursue this type of programming. I quote from the *Student Bill of Rights,* Article 4, Section B, Paragraph 2.

> "Students should be allowed to invite and to hear any program of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution."

This statement reflects the thinking of the student viewpoint on their individual and group freedoms. The drafting committee was comprised of a representative from the AAUP, AAC, USNSA, NASPA, and NAWDC. This document is being and has been distributed to many professional organizations for endorsement. In considering its statements we must keep in mind a balanced program in terms of the complete program of the institution. In this sense the union programming board must be conscious of programs being sponsored by *all* programming bodies within the institution, whether they be departmental, individual and organizational, student government, or university itself. It is no necessary to present conflicting viewpoints at the same time, but they should be presented over a reasonable time span. In some cases, due to unavailability of qualified people, this time span may have to extend over one or even possibly two years.

The following quote is from an unpublished draft of a long-range planning report at the University of Connecticut. The statement refers to the purposes, goals, and job of a university.

> "The job of a university is the pursuit of knowledge: to discover it, to impart it, to preserve it, to defend it, to make it serve man. Alone among institutions of learning, the university takes the whole of knowledge for its province. Its interests are, by definition, universal, and its activities in relation to them all-embracing. Both creature and creator of history, a university has an awesome part to play in guiding the way in which a society draws upon its past to shape its future.
>
> The job of a university is also education. This plodding Latin word conceals within its awkward syllables one of the noblest aspirations of civilization, the "leading forth" of a nation's youth. Conceived of in this way education goes far beyond the imparting of knowledge and the training of skills, to become the development of individuals, a much higher purpose, a much harder task.
>
> The unique function of a university is the uniting of these two activities, the pursuit of knowledge and the development of individuals, into one common creative endeavor, the strengthening of society's understanding of itself and its tools, so that men may work more effectively to build a better world, not just a better mouse-trap. The university is thus much more than a student factory, or a knowledge factory, producing men and ideas in mere response to market demand. It is also a creator, an initiator, an adapter, and a critic. In all of these roles it is first and foremost a respecter of persons, a preserver of human values. In the fact of accelerating change that is in part of its efforts, it is increasingly fundamental to the very processes of life in the society of which it is a part."

If we have a general statement of philosophy such as the one I have just quoted, and if it is adhered to by the institution, then part of our work is completed. The remaining responsibilities are those of working with people and their reactions.

Important factors to be considered in the actual presentation of the program are:

1. The Audience Reaction to the Program. The program should not be sensationalized in order to create an emotional situation which will influence the actual point of view of the issue being presented. By sensationalizing an unreal situation is created and the presentation of the true issues detered. (As an example, Norman Thomas, Barry Goldwater, Herbert Aptheker, William Baird, and William Buckley should all be presented in the same manner.)

2. General Public Reaction. No one will ever be able to satisfy all of the points of view of the critics of a particular program. The right wing conservatives will criticize the presentation of a left wing radical, and vice versa. As program people we must avoid this trap and justify the presentation of programs on the *established policy* and not on the merits *of any individual program.* This can be done more easily when the entire institution has balanced program than it can with a one-sided presentation of the issues. The critical comments of the faculty and staff within the university are many times the most difficult with which a program staff member must deal. Controversial topics may easily be included under the general concept of education in any given institution. Most institutions have a policy statement on organizations and their programs, such as the following:

> "a. The University recognizes the right of any group of students to form a voluntary organization for any purpose not forbidden by law. If an organization composed chiefly or exclusively of students desires to hold meetings in University buildings, it is required to have an advisor who is a member of the professional staff of the University, and to file with the Dean of Students such information as he may require about its purposes, officers, membership, dues, and the like, such information to be uniform for all organizations. An organization which has fulfilled these requirements is called a registered organization. Aside from the supervision exercised through the Division of Student Personnel over housing and certain purely social activities, the University as such assumes no responsibility for registered organizations or their programs, though such organizations, if closely connected with the activities of departments of instruction, may in some cases receive special help and supervision from those departments.
>
> "c. So far as its facilities permit, the University will provide each registered organization with suitable meeting places without charge, and will endeavor to encourage and protect complete freedom of expression within the law in meetings of such organizations. The responsibility for any views expressed in such meetings is solely that of the individuals concerned; and the University is not to be held to approve or disapprove such views, whatever their nature, but to be concerned exclusively with the discharge of its educational obligation to facilitate free discussion of all points of view, to the

extent guaranteed by the Constitution of the United States and of the State of Connecticut. The University does not pass upon the qualifications of speakers whom registered organizations invite to address them, nor, except as to availability of space, on the number or size of meetings which may be held.

"d. The University places no restrictions as to purpose on the solicitation of funds by registered organizations, within or without the University community. The time, place, and method of solicitation within the University by registered organizations shall be governed by regulations established by the Dean of Students in the interests of avoiding over-crowding and interference with those using an area for other purposes. The Board of Trustees has ruled that "The name of the University shall not be used by any group not duly authorized as a part of the University nor by any individual, without the approval of the President." Registered organizations are considered to be "not duly organized as a part of the University." In authorizing or denying the use of the name of the University, the President will in general be guided by the need of making clear to the public the nature of the relation of the organization in question to the University. Organizations which plan to solicit funds should be familiar with pertinent sections of the General Statutes."

I do not suggest that this umbrella of educational purpose be abused in the justification of programs, but it is in many cases an effective means of dealing with faculty criticism.

3. Criticism from Legislators and Political Figures. Program people very seldom become directly involved with this type of program criticism. It is mandatory that a consistent philosophy permeate the entire administrative chain of command regarding the presentation of controversial topics and viewpoints in programs.

Neil Murray, Director of Student Activities at Lewis and Clark College, Portland, Oregon in his article *Can You Cope with Controversy?* makes four points that should help to ease some of the internal pressures from external critics. Two of these points are particularly germane: a) "Assure administrators of greater job security. Granting tenure, or at least formalizing procedures for dismissal so that an administrator cannot lose his job at the mere whim of a single man, would create some facsimile of job security. b) "Adopt a clear college or university policy which expressly permits administrators the same freedom of expression granted to faculty and students. Perhaps such a statement would serve to dispel administrative qualms about involvement in controversy."

As you can see from these quotes from different parts of the country, there is forming a consensus among faculty, students, and administrators as to what paths should be followed with regard to the life of a student in higher education.

The job of the program person is to work within these vague generalities and identify the thinking, personalities, facilities, and the unexpected in order to coordinate a workable, balanced program. Some guide lines which should be followed in all programming, but which are particularly important in programming controversial topics follow:

Know your Program. Know your lecturer, as to what type of person he is, both on stage and off. Know what he has done at other institutions. Will his behavior either on stage or off create problems?

Determine whether or not advance security arrangements are necessary. (Have a plan for an emergency exit.)

Know the program and topics better than the students working on the program. This may require a great deal of research on your part.

Set a protocol for all programs of a similar nature and be consistent in presenting these programs in a dignified and respectable manner. Retention of dignity sets a behavior pattern and indicates to the audience the behavior expected. A subtle indicator that instructs the audience what to expect when they arrive at the program is the starting time. A starting time for all cultural events and lectures establishes a standard that can influence behavior at these events. If a symphony and a controversial lecture each begin at 8:15, there is an automatic association, even though the programs differ, with the type of behavior that is acceptable at both programs. Dress for a particular event has a definite influence on behavior.

Don't over-play sensational incidents in the guest's past. A press clipping regarding the riot or disturbance that took place at another institution may be all that is needed to stimulate a similar situation elsewhere.

The selection of the facility may be an important factor in avoiding trouble. If rumors indicate potential problems with some of the audience, a move to a larger facility may reduce the emotional impact of the speaker on the audience and minimize the group reaction. Over-crowding a small facility can lead to over-reaction of the audience with subsequent lack of control of the program.

Fire and safety regulations can often be used in determining what facility is the most advisable in the presentation of a program.

As with any program presented in the university situation, the dissenters should be given an opportunity to present their opposing points of view, although this opportunity should not in any way interfere with the program being presented. Those holding opposing views may wish to picket or demonstrate. They may wish to debate either formally or through a question and answer period. The ground rules should be established prior to the program. A question and answer period is highly desirable and is most generally accepted by guest speakers.

The use of force, i.e., security, local or state police should be avoided insofar as possible. Local policy will determine whether or not police must be in evidence at any given program. If this can be minimized, thereby reducing the show of force, it helps to keep the program on a rational plane. The threat of the use of force against students is now accepted as a challenge. It does not strike fear into their hearts as sometimes is intended. If it becomes necessary to remove forcibly a person from the audience, a plan should have been worked out in advance so that this may be done quickly and with as little commotion as possible.

Following such guide lines reduces the glamour and the enhancement of martyrdom for the dissenter. It also increases the possibility of having a program run smoothly.

If open debate is encouraged, or as in some institutions, required, for the presentation of speakers, it should be presented in an academic atmosphere in which a neutral moderator permits the presentation of both sides of the topic with equal time and equal fairness. If a faculty member is the moderator, I question the advisability of having a faculty member present the opposing view point. If your guest is Senator J. William Fulbright, then it might be wise to have the opposing viewpoint expressed by General Maxwell Taylor.

Robert W. McCurdy, Program Director
Gengras Campus Center
University of Hartford

Controversy is a waste basket term which must certainly be defined. Most of the controversy in our Center arises over the quality of food, the price of books and the hours of our music room. These have little to do with program. It is to ideas and topics which incite positive and negative reactions within the college community and its publics that this paper is addressed.

The so-called controversial programs are important to our unions, and I hope that no school's philosophy prevents a forum on such topics in the union or on the campus. If we really intend to prepare the student for a responsible role in our society, we cannot justify maintaining a wall of security separating the campus from its wordly environment. Accepting the importance of controversial programming, it is imperative we realize the necessary role the union must play.

How many music schools or departments invite Charlotte Moorman to perform a John Cage composition? How many art schools or departments invite Andy Warhol to discuss his statement that "Anything is art and nothing is art." How many philosophy or religion departments welcome Madalyn Murray O'Hair to their classrooms? How many sociology departments provide a forum for H. Rap Brown or Stokely Carmichael?

Most important is the question: "Will the union provide a forum for these same programs?"

Certainly we have a responsibility to our founders, our alumni, and our benefactors, but our greatest responsibility is to our students. If other areas of the University are not fulfilling this responsibility, the union must. If we are to fulfill our role, we must establish a rapport which will allow us to program with as much freedom as is necessary.

Here is how some "controversial" programs were planned and carried out at the University of Hartford.

Madalyn Murray O'Hair

Mrs. O'Hair, famous for her various stands on the separation of church and state, was contacted directly in the Spring of 1967. She agreed to appear at the university in the fall for expenses. She arrived on campus in mid-morning and, after a tour of the university, dined with students in the Faculty Dining Room. No activities were programmed for the afternoon but it soon became apparent that the imposing Mrs. O'Hair was to draw a gathering wherever she went. What began as a conversation with a couple of students in the Center lounge, quickly became a long afternoon session with two hundred students. Cameras clicked away and tape recorders appeared from nowhere to record a memorable afternoon of attacks and counterattacks between the boisterous Mrs. O'Hair and the shocked students.

That Friday evening many suitcases were unpacked as students returned to the Center for an evening lecture by Mrs. O'Hair. Most of the audience felt personally involved in the evening program after the afternoon confrontation. What was billed as a lecture had become a program of feelings and involvement. Students were not only subjected to a listening experience but had the opportunity to express themselves openly.

For a week following the lecture, discussion groups met, listened to the tapes and discussed freely the ideas with resource persons, including the campus clergy. This was an educational experience, not just a lecture meant to shock the administration and the community.

Abortion and Birth Control

The next program, as part of the *Center Series on Contemporary Questions,* dealt with Abortion and Birth Control. Skating on thin ice in a conservative state, the program invited four main speakers to participate. William Baird, facing a 5-10 year prison sentence in Massachusetts for his speaking activities in Boston, spoke on antiquated laws and new medical developments. Dr. Carlton Fredericks attacked use of the pill and supported his stand with research findings. Father John O'Sullivan, Newman Chaplain at Brooklyn College, stated the church's position on abortion, and Dr. Nathan Rappaport, who has admittedly completed over 25,000 abortions and served 11 years in prison, delivered a somewhat emotional presentation on the right of women to choose whether or not they want to have their children. Question and answer periods followed all lectures and a seminar involving local clergy and physicians was held at the end of the week.

One outgrowth of the program was pressure by some students, including the student press, to establish a Birth Control Clinic and Information Center on campus. Although this move was not successful, the students have been informed of local physicians who have offered to act as resource people in this area.

Black Angry Arts Festival

The next major program of the *Center Series* was entitled *Black Angry Arts Festival.* In cooperation with the Afro-American Club and the student Committee on Black Politics, the Program Board planned a two week emphasis on black culture and the interracial crisis.

Floyd McKissick opened the Festival with a presentation on the black militant and his efforts to establish a separate black society in some areas. A panel discussion involving local black leaders kept a large conference area filled to capacity for almost three hours. Participating were: Wilbur Smith, President of the Connecticut NAACP; John Barber, prominent black militant, educated at Yale and active in Hartford ghettos; a negro parish priest; and, the president of the Student Committee on Black Politics. A negro jazz quintet from New York gave a Sunday afternoon and evening concert-lecture lasting five hours. In cooperation with the University's Upward Bound Program, students from the Hartford ghetto area were invited to participate in a week-long exhibit of negro art.

Preceding the LeRoi Jones film, *Dutchman,* a reading and a discussion was led by a negro actor from a local playhouse. The film was shown twice and the next night was followed by Mr. Jones and company. Jones was free on bail from Newark, awaiting trial on his summer riot activities. He and four of his associates came to Hartford, stormed into the darkened lecture room and proceeded to delight the startled audience with poetry readings and dramatic portrayals. The week closed with a lecture concert by a negro folk singer in a cabaret setting.

Programs such as these have met with great enthusiasm with the university but have only been tolerated by the Hartford press. When the university has had the opportunity to express its philosophy to the community, as was the case when an announcement appeared on H. Rap Brown coming to the campus, the community has been understanding and the university has suffered nothing worse than a few irate phone calls.

And so the programs have continued with presentations by: David Harris, Resistance leader, who recently wed Joan Baez and former president of the student body at Stanford; Alan Ginsberg, who, although over 30, still packs them in; the real Andy Warhol, who is not very real; Carl Oglesby, former president of S.D.S.; and a concert by the inimitable "Fugs."

An exciting year? Definitely.

Controversy for controversy's sake? Maybe.

An educational experience? Without a doubt.

THE COOPERATIVE BOOKING OF ENTERTAINMENT

David W. Phillips, Director
Student Union
University of South Carolina

If you would permit me a few minutes of self criticism, of us the professional union staff, I think I can point up the need for a more active interest in cooperative booking. We constantly talk about profit in food service, book stores, gameroom, and other revenue producing areas.

There is a constant move to get quantity discounts on items sold in the union, but when it comes to entertainment we are more ready to take what is available at any price necessary to assure the artists appearance on our campus.

Recently the Association of College and University Concert Managers completed a survey from its members on campus and community-oriented program. By using their figures it is easy to convert the average number of concerts (pop and classical) drama and lectures to a monetary value. By doing this it can safely be estimated that the total amount spent on the college campus yearly for entertainment will conservatively be approximately $100,000,000. This is also supported by the fact that a small national booking agent has stated publically that his agency did a gross sale of $6,000,000 to the college market in 1966. This figure of $100,000,000 does not include the local talent that appears on the campus almost daily. If this figure were added it would be even more astronomical, but I will not attempt to estimate the amount of money spent on local talent. To further support these figures, Edwin Bolwell of *The New York Times* has stated that "Whatever your taste in live entertainment more of it probably is being presented on campus today than anywhere else in the United States." Mrs. Fanny Taylor, Executive Secretary of the Association of College and University Concert Managers says, "The college market today accounts for more than 70 per cent of the professional concert activity in the United States." Fred Weintraub of Sennett-Weintraub in New York has said, "The campus dollar is the single biggest dollar spent on live entertainment."

Considering these facts, I think it is relatively safe to assume that the figure of $100,000,000 is conservative. This then would place the colleges and universities collectively as a large business.

How do we operate a business as large as this? Unfortunately, in most cases, schools compete against themselves for artist. One artist who sold for $2,500 last year is now asking $5,000. The reason given was that everyone else is asking and getting this fee. Also, one act doubled its fee on the basis that one school made an offer which was double their standard fee. The immediate reaction was that if one school can pay it all schools can. Therefore, we see the activities of one school pricing others out of the range. Unfortunately, this is the rule rather than the exception. This I believe is because union staff members are reluctant to say "no" to a student committee. However, there is a way that this problem can be approached and that is through cooperative booking conferences to discuss these many problems.

During the past few years, there has been a growing interest on the part of colleges and universities to work together on cooperative booking of entertainment in bringing artists to the various campuses. This interest first developed with the rise of rock-n-roll music, but has since spread to include all phases of entertainment. There are many reasons for the rise in interest in mutual booking which I will cover a little later, but first I would like to define cooperative booking. At first glance, the cooperative booking or block booking, is the joining together of two or more schools to book two or more consecutive dates for a single attraction, thus getting a discount from the established price plus a reduction in transportation cost. Most of us would stop at this point in our definition, but what about the other aspects of the booking process? Mainly what about the word "cooperative?" When we look more closely at the word cooperative we immediately see the ramifications that are possible. Schools can assist each other with scheduling, promotion, transportation and many others too numerous to mention. Thus by tying the two words together we can see that cooperative booking is a working together of two or more schools in the total process of scheduling, planning, presentation and follow-up of an attraction.

As I mentioned earlier, there are many reasons for schools working together to book entertainment. Several years ago a group of interested schools joined together at an ACU-I conference to work out an arrangement for a particular artist. This effort was so successful that is was decided to try it again. The sole purpose was to work together in booking entertainment to reduce the cost. However, it was discovered that there were many other advantages in working together.

First, it was possible to share ideas as to what the most popular act or acts on the college market today. This helped the smaller schools or those schools where very little entertainment was scheduled. The information from past surveys and performances on our campus was distributed to other campuses through our cooperative booking meeting.

Second, it was possible to share the problems that the artist presented. For example, the contract might require an unneeded piano. This information would alert other schools which helped them eliminate the often expensive renting of a piano. In the South this has been extended to cover any artist at any time during the year. For example, three schools joined together to book an act that has a reputation for not appearing. An accidental call on the afternoon of one performance revealed that the performer was ill and would not appear. Of course, this ruined the performance that evening, but a call to the other two schools helped because one school was able to get a substitute act while the other was able to stop ticket sales and eliminate the cost of electricians, sound operators, and other labor.

A third point to be considered is the one of assistance in helping promote an act. Recently a large promotion effort on the part of one university failed to produce ticket sales. A call to other schools sponsoring the program helped them by giving them time to rearrange their publicity campaign. This cooperative attitude helped eliminate a financial failure on several campuses.

Fourth, some artists make demands which are not written into contracts. Of course, we can refuse but this might cause a poor performance. One example of this type of situation is the artist who signs a contract which indicates that payment shall be by check but requests cash on the night of the performance. By sharing this information the various schools could be alerted to either have the cash or clearly inform the artist that payment will be by check only.

A fifth and most important advantage in cooperative booking in this day of cancellations and late arrivals is the psychological affect that cooperative booking has on the artist. If several schools have joined together to book an act, the act is less likely to cancel because of the potential loss in income from a tour schedule that represents many thousands of dollars to the artist.

There are many more advantages that can be given for cooperative booking, but these should be enouth to start us thinking as to how cooperative booking can best serve the colleges and universities throughout the country.

One way has been for a number of schools to meet together at planned conferences to discuss these many problems. During the most recent conference the agents were required to submit a list of available acts with prices. This list was published and distributed during the conference which was approximately 70 per cent students. One the students saw the prices they revolted and demanded a cooperative effort to stop the fast rising cost of entertainment. They organized and forced the staff members present to take action. It even appeared at one point as if they would refuse to book any act over a certain fee structure. Here the students did in one day what some staff members had been trying for years to do.

This, I think, points up the need for the student involvement in the entire process of booking. They should be included in discussions and meetings on booking entertainment. We should allow them to talk to agents and/or listen to our calls to agents. Most of the problem is centered around the ignorance on the part of the students through our failure to include them in the booking process. The professional staff should still be responsible for committing the university as well as signing the contract, but the students should be involved in the process not only to understand the problems and process, but to fulfill the educational process we so often talk about in the Union field. This is cooperation on the local level between staff and students.

On some campuses student organizations not affiliated with the union are responsible for booking entertainment. Organizations such as student governments and the inter-fraternity councils are two of the organizations which fall into this category. Their staff advisors are usually not familiar with the booking process. Consequently, these organizations are constantly faced with the problems mentioned previously. The

professional union staff should volunteer to help by letting the students use their files, making telephone calls and/ or negotiating with the agents. This would help hold the prices down and at the same time protect the organization from unscrupulous agents. I constantly hear of cases where students have signed contracts for more than the act's normal price. One agent has agreed this is normally the case since a student is usually gone the next year so there is not as much danger as there is when dealing with the professional staff.

As you probably know the schools in the South have been participating in a block booking conference for the past five years. Invitations have been extended to any college in the country to encourage similar types of organizations. However, after the 1968 conference and the concern on the part ot students, the board of directors decided to establish the organization on a national level and changed the name to the National Entertainment Conference with annual membership dues. To begin, the board established the following immediate goals:

1. A national office under the direction of an executive director and a graduate assistant to handle the affairs of the organization.
2. Enlarge the board of directors to insure national representation and to add students to the board.
3. Establish a monthly newsletter to include information regarding entertainment.
4. To establish contract riders to be used by member schools to protect them against many areas not covered in contracts.
5. To establish a system by which schools can be in communication with each other. This has been called "cluster communication" which means that designated schools will call no more than five other schools and report to the state coordinator on such calls.
6. Eventually establish a computer program which will store all information on the many different artists. Information would be furnished on a particular act. Once the computer center is full the information would be furnished to regional computer centers.
7. Select state coordinators who will organize the "cluster communication" program, states' files, state meetings, and any other activity peculiar to that state.
8. Assume the responsibility of the Coffee House Circuit.
9. Handle any project requested by member schools through the board of directors.

This first reaction to N.E.C. has been overwhelming and the future looks very bright for the organization. It can be reasonably assumed that all universities throughout the country have been plagued with problems stated here and many more too numerous to discuss at this time. We have long talked about them, but have done little to solve these problems. However through cooperative booking it is possible to insure our students a better program and at the same time make the whole booking process much easier for everyone concerned.

William E. Kirkpatrick, Director
R.C. Cook University Union
University of Southern Mississippi

Many student organizations and many individuals have put long hours of time and effort into conferences that seek to lower the prices of entertainment by block-booking - or getting a reduced price from the agency for doing some of their work for them - and, there is nothing wrong with that either.

David Phillips, of the University of South Carolina, pioneered organized block-booking in the United States. The organization which pioneered it was the Southern Universities Student Government Association (SUSGA). This individual and this organization has been at it for a number of years.

The first conference of SUSGA was held on the University of Southern Mississippi campus in 1960. This was also its first venture in showcase of talent. Bert Block of the then International Talent Associates, since merged with General Artists corporation, brought a group of unknowns who, as The Brothers Four, took the collegiate scene by storm shortly after *Greenfields.* During Mr. Phillips' first block-booking conference *Simon and Garfunkle* were presented. So block-booking on cooperative buying (I find the latter term more fitting) is nothing new.

Many people have their own ideas of just why colleges and universities should buy entertainment together and take advantage of price breaks for doing this.

I would like to think of this cooperative buying in strictly another light than the price or protection. I like to consider it in terms of colleges and universities from a certain area doing things together. I honestly feel this is a great advantage of cooperative buying.

I would like to site four basic advantages of cooperative buying:

1. Reduced Prices
2. "No Show" Protection
3. Information Exchange
4. Accumulated Power

REDUCED PRICES - When acts are bought for several dates and played at colleges in easy travel distance this reduces their overhead. The schools have done what the agency would normally do. Reduced prices are their benefits.

"NO SHOW" PROTECTION - An attraction will think twice before failing to show up at one school, risking the loss of several other dates as a result. This leads to the advantage of *INFORMATION EXCHANGE*. When an attraction fails to show up the information is passed along from one school to another and the act suffers. The final advantage of *ACCUMULATED POWER* includes information exchange and "no show" protection. As schools buy attractions together the exchange of information creates 'no show' protection and this is power within itself. Buying in quantity also generates power.

Now, lets look at a moment on just how to block-book.

There are individuals and organizations interested in cooperative buying for the mutual benefit of their member schools. Some of these organizations are ACU-I, SUSGA, Associated Student Government and other regional and state student government organizations, such as the Colorado Collegiate Association, the New Mexico Association of College Student Governments and the organization in the State of Washington, to mention but a few. These are all trying to do the same thing.

Mr. Phillips, is making an outstanding individual effort toward block-booking on a national basis. For the first time this year at his conference it became obvious that the only way cooperative buying could really be effected would be on a state or regional basis. At this conference the Great Lakes Booking Conference was formed and I think we will see other regional conferences come to the front, including the Gulf Booking Conference.

The most important factor in cooperative buying is cooperation. Everyone will not get his preferred date and this must be realized from the beginning. Everyone will not get a week-end date; someone must take the Tuesdays, Wednesdays and Thursdays. With a group of schools regularly buying together everyone should get some preferred dates.

Someone should be designated spokesman for the group; all schools should not be doing the buying. If an agent quotes one school a price of $4000 for one date, but with two other dates, reduces the price to each to $3000, the first institution notifies others in his area, arranges for the two other dates, and then passes this information along to the agent who takes it from there. All schools get the lower price. If in a meeting, the group wishes to bring a certain act to the area one person should be designated to contact the agency and start working on the deal. The other schools should give him their dates, with alternates, and be willing to accept what he comes up with.

If buying is not done through an association but by a group of unrelated schools then some type of report should be sent to the association members, summarizing the quality of performance, the price and all the other information that would be beneficial to another school or group of schools buying this act. Cooperative buying by an organization provides a central headquarters which can effect the most beneficial information exchange.

In nearly any area of the United States where schools are close enough together to buy cooperatively those schools are members of one of many associations or organizations which can provide such headquarters.

The newest area of programming to come on the collegiate scene, will in time, benefit block booking. This is the Collegiate Coffeehouse Circuit. It will aid in cooperative buying because schools on this circuit are very close together thus reducing the travel of the entertainers. It has a circuit coordinator to serve as an information center and coordinate the activities which follow scheduling.

James H. Wockenfuss, Theatre Director
LSU Union
Louisiana State University

A new idea, not so new when we delve a bit into history. The English claim they were the first to open a coffeehouse in 1652 in St. Michael's Alley. This English version of the coffeehouse was known by the intriguing name *Sign of my Own Head.* Charles II, fearing plots against the crown might be brewing, along with the coffee, tried to suppress the coffeehouses in 1675 but he was unsuccessful and they flourished. In Colonial America, the coffeehouse was the place where our founding fathers discussed the fate of world trade, literature and the development of this new world.

Although coffeehouses remained popular all through Europe, they had almost disappeared in this country until after the Second World War. The returning soldiers spoke of the European cafes and the pleasures available for the price of a cup of coffee. As more American tourists visited Europe, they, too, began to appreciate the idea of a leisurely cup of coffee and conversation.

One of the first places to benefit from this interest was a tiny coffee shop called Reggio's in the Italian section of New York's Greenwich Village. It was so successful that soon other coffeehouses opened in the same area. These, in turn, did so well that coffeehouses spread across the country, appearing in the more Bohemian or artistic parts of towns, such as San Francisco's North Beach area, Chicago's Old Town, and New Orleans' French Quarter, or in the vicinity of colleges and universities.

Currently, much of the coffeehouse scene has been taken over by churches, schools and Y's. Recognizing the need for places where young people can meet and talk, many forward looking ministers, educators and community leaders have sponsored non-commercial coffeehouses for teenagers and young adults. Today, the National Coffee Association estimates that there are 1200 such non-commercial coffeehouses in operation. More than half of the church-sponsored coffeehouses can be found on campuses or in towns serving a college audience.

In the light of the rapid revolution in leisure time and the subsequent need for recreational facilities, the coffeehouse is emerging as one of the more successful diversions. The coffeehouse idea is extremely flexible. The only ingredients needed are coffee, four walls, informality and people. The motivation to visit a coffeehouse varies. Some come to meet friends, to make friends, to dance, to give expression to their creative talents, to appreciate others' talents - the order of the day is conversation of a provocative nature.

There is no master plan or standard way of setting up a coffeehouse. The main reason for their tremendous diversity is that they are local activities - planned and operated to fulfill the needs which prompted their formation. This diversity is most easily seen in the location and the type of service offered. The sale of coffee does not produce much revenue; therefore, the location selected is often rent-free - a church all-purpose room or basement of an appropriate building. Few coffeehouse operations can support the rent of a separate building. Menus vary as widely as the physical surroundings. As many use instant coffee and a hot plate as have elaborate kitchens. Exotic teas and coffees are much more widespread than any array of food. Relatively few serve sandwiches, but doughnuts and pastries are quite common. A printed menu is generally available and often quite elaborately executed.

Coffeehouse programming varies from totally spontaneous activities to planned programs. If a folk singer shows up, he may be encouraged to sing. Another, seeking an audience, may read his own poetry. At the other extreme, a carefully worked-out schedule is advertised well in advance in posters and brochures. Between these extremes are coffeehouses which announce programs a month at a time. Others have a theme or personnel on a regular basis for the whole year. A general schedule and format of entertainment is developed. For instance, Monday, classical music; Tuesday, poetry; Wednesday, Broadway show music; Thursday, drama; Friday, jazz; Saturday, folksinging. Most, but not all, coffeehouses have some type of art exhibit at one time or another.

The "new idea," the coffeehouse, prompted by a desire to provide entertainment at a reasonable cost, has met wide acceptance. Students on our campuses, pressured by the agitation and acceleration of modern living, need a social outlet - an acceptable place to go. The campus coffeehouse fulfills this social need and provides a stimulating activity within the reach of the student pocketbook.

COORDINATING THE ARTS - THE UNION AS THE EXPEDITER

Joseph Farrell, Program Director
Associated Councils of the Arts
New York, N.Y.

World War II did a great deal to change American communities. Veterans came back from Europe, where they had seen small towns with opera houses, lower class people in museums enjoying what they say, and all kinds of European cultural ways of life. These veterans also had more mone

than they've had before, and they set out to better their education, their standard of living and their cultural outlook. Next in the influences were mass communication and mass transportation and the influx of Europeans looking for a better life. Amont these were many major artists. In several communities the most prominent and most wealthy people in the town decided they should work to better the cultural level of the community. In Winston-Salem, North Carolina, the effort was important to the Chamber of Commerce and the entire industry of the town. It was also important personally to the people who were involved. They surveyed the artistic activities and facilities of the community and found sporadic, unbalanced scheduling and very poor promotion.

In Quincy, Illinois, it was a little different. The symphony conductor was also a prominent businessman who took steps to involve people more in symphony attendance. He began, with a group of people to promote box office. This led to support and encouragement of all arts.

In each instance there were a couple of important new basic ingredients. One was the knowledge that the entire cultural life of the community was important. Until then, citizens were involved in trying to help an art they liked stay alive. They did it by board membership sometimes, but this really meant they were being asked for money in a more elaborate way than by one inclusive request. Now the community activists could show an interest in all the arts. Secondly, many of the prominent people who really wanted to work, even if only on a calendar, found that there was more work involved than they could afford to do themselves. Full time workers now became involved in the community arts.

A community council can exist anywhere to develop any kind of community program. Community Council is a generic term. A council may not even be a formal organization; in fact, may be better for not being formal. Certain characteristics must be present, however. One is that some sort of *ad hoc* committee of interested people get together. They must determine their role and what they can really do to help the community. This determination should be accompanied by a survey to find out what the best interests of the community are. What is the potential of the community? What are the housing facilities? What are the artistic resources? Usually, committees are formed to accomplish each part of the survey. Very often this brings about a link with the Junior League, the Lions Club, or the library association. About this time the committee finds out it needs money. It may decide to incorporate to gain a non-profit tax exemption and other benefits. It chooses a board of directors and sometimes, happily, an advisory committee, too. Then the search for large sums of money starts. This may involve a professional fund raiser or a full-time employee.

Each council will develop and function differently from this point on, depending on the community situation. About forty communities across the nation have started united fund raising arts councils. In every case, the money raised has surpassed the total of all the arts institutions' single prior effort. (Although there are real hazards in this course.) Many communities have begun to coordinate information. A very pleasant young girl tells you any hour of the day or night - on the phone! - about the arts activities in town. In the department stores booths have been set up to sell tickets and give information. A calendar of events is compiled and mailed. Television and radio promote arts activities. Newspapers carry arts columns at the instigation of councils.

Something more ambitious even sometimes comes about. Some councils drive toward building facilities such as a large cultural center. It takes a minimum of five to seven years to develop anything of that sort. There are great complications and great sums of money involved. Yet real success sometimes comes out of smaller ventures. For example, in Tacoma, in the process of working to build a large cultural center, an old jail was renovated. It turned out to be one of the best museums in the area because of its security factor. A police station was renovated to house the council as a set piece. In another community, a railroad station was used as a center. In resort areas, there may be five or so months of quiet time, during which the auditorium of the tourist inn becomes the town's cultural center. In Tulsa, Oklahoma all of the arts organizations perform annually at a huge festival. This attracts people from great distances and may lead to a cultural center. Of course, there's the Lincoln Center and the Los Angeles Music Center.

There is a remarkable similarity between these art councils and college unions. I will state the case of negatives first from the council point of view. A community council will go nowhere if started by a single-minded group of people who have decided to go with an idea. Unless the top influence and money of the community are involved, the effort will flop. Next, there is a danger of getting tied up in vested interests. The best example of that is the united fund-raising councils. Six major institutions are funded by a council and resist cutting the pie into smaller pieces. This notion that the amount of support available in any community if fixed is widely held. It's dead wrong, but it's believed. But the major institutions lock themselves in very often and inhibit a very imaginative person and program in new arts. Another danger is the promotion of individual ambitions to something better. Sometimes a council does not explain itself well and a great deal of ill will is created throughout the community. People tend to want to overcoordinate, which means control and this stops other arts activities from developing in the community. Another problem with over-control that very often people rely on the central office and do not become involved themselves. The last and worst danger is that "organizational look", where spontaneity is eliminated. Young people, especially, are unlikely to become involved in another dreary community activity, particularly if there is anything that smacks of the elder system.

I think the best way to approach the union is to describe some activities in communities that relate to unions. And let me emphasize again that "community council" is a generic term including everything from cultural centers, like Lincoln Center, to a small community group publishing 1,500 calendars in a community of 3,000. It includes combined fund-raising efforts for large programming organizations. One of the most successful councils is in Saint Louis, Missouri. There a man formerly with the British Consulate was engaged as the professional director of the community council. He worked with the heads of the public offices in the town: park commisioner, the public works commisioner, the superintendent of school and the mayor. He volunteered to serve as an administrator and a booking agency for arts programs in order to offer better education and recreation in the community. A proposal was adopted working with the schools under the Title III program for elementary and secondary school curriculum supplements. Many school districts were involved. He cooperated with the parks people as well. He is obviously involved in major public matters and he determines pretty much the directions the arts curriculum will take by what he can make available in his programs. Here is a comprehensive cultural beginning in Saint Louis. Besides the excellent programming, they have raised over half a million dollars for major institutions and neighborhood programs through the united fund-raising way. One ghetto program helped by the Council is Katherine Dunham's work in East St. Louis. She has built up what she called a "dynamic museum," a program of dance for young people. It has been such a positive influence that two foundations have offered large sums of money to keep the idea alive. Artists can live in a community where work opportunity exists along with customs and traditions similar to their own.

The points in the quick summary of one specific success story are these:

A college union should be a place of departure, a building without walls. It seems that the college union which started in Cambridge was a place where an activity could occur. Now in 1968 there may be, unfortunately, a greater emphasis on the place than the activity. The college union, even if it's a beautiful structure, can function better as a place to work out of. I see nothing wrong, for example, in the analogy with the cultural center. Lincoln Center has to work hard to get outside such an imposing structure. The Metropolitan Museum in New York is the same way. They are starting to talk about museums without walls and all kinds of outside activities. They must also attract many more people. College unions are a force to make activities happen on the campus and in the community at large as well as bringing the campus and the community inside the union walls.

There is an analogy between faculty members and symphony conductors and museum curators. Faculty, like conductors and curators, want the preogative to say what is good for their art. They don't want "amateurs" helping them do a better job. Therefore, when a college union

decides to get involved in the arts it should have a real mixture of top people for the university faculty, the administration and the community around the campus on itsarts council. It should not represent a "kind" of person, or vested interests or professionals. Not the arts people necessarily; not types of people but real people of real quality in their field who have interests in the arts. It would be better to have the newspaper publishers, the bankers, the really intelligent artists, the labor union official of the town, a bright physicist arts administrator.

Of course, representation of the top administration of the university is absolutely necessary. Without the executive vice president's good will, or the president's, or if it's a faculty-controlled campus, that of the head of the faculty senate, all is lost. Then use specialists as advisors and rotate the advisors. When involved in an art exhibit or dance performance, use faculty advisors. Keep the advisors changing and flexible.

The next thing is public relations. A suggestion to a faculty member that a council should coordinate his activities is likely to fall on deaf ears. But a request for his cooperation to help coordinate the acitvities that are growing up on campus and interfering with each other is better received. A request for advice on it and an offer to expedite his activities helps even more. Sometimes contact can be made in the guise of a survey. The search on the campus for resources in manpower and facilities should be as personal as possible to engage people's interests. A mail survey may produce a return ot ten percent and no real interest. The advantages to campus talent should be emphasized. The State University of New York now gives annual awards to visual artists and they participate in the campus life much more than ever before.

A council-like activity by unions should help bridge the town-gown situation. The job that has been most successful in the community is where people do not feel themselves stepped on by the establishment, manipulated by outsiders and managed by dictators. Single-minded management can diminish the number of activities and destroy quality. It may stultify the spontaneity of creativity both on the campus and off. It seems to me that academic freedom presents an opportunity to present arts activities that exists in few other communities. The activities should spill over into the community at large.

One college decided to put its new theater in the middle of the town, off campus. All the curriculum and extra-curricular theatre activities happened in the town. Townspeople now make up over sixty percent of the audience with no diminution of student involvement. Previously no townsperson would walk on the forbidden campus land. The inconvenience to the faculty was at least offset by better relations between the campus and the community.

Fannie Taylor, Coordinator
University Arts Council
University of Wisconsin

If, as we continually hear, more than 70% of all the professional performing arts activities in our country are now taking place on college campuses, it would seem that, as educators, we should be examining with some care why this is so, and asking ourselves what we are doing to assure that the purposes of education are well-served, and that we are not simply continuing to schedule old, tired, routine programs that may not even be very impressive box office items.

Some reasons for the performing arts to favor college engagements are obvious.

The first reason is financial. Colleges and universities pay well–often far too well–and the fee which the attraction gets is a dependable one.

The second reason involves facilities. More often than not, in many towns and cities, the local educational institution has the best available auditorium. Frequently it has the only auditorium.

A third reason is found in the audiences. University audiences have always supported the arts well. After reading Baumol and Bowen last year in the Twentieth Century Fund report, we may now refer to their research for the supporting data. The report describes the national audience–scandalously low at 5 million people or only 4% of the residents of the United States who are 18 or over–as an audience which tends to be made up of people younger than the urban population as a whole. The survey also points out that this young national audience for the performing arts is exceedingly well-educated, with more than 60% of both sexes being in the professions.

Obviously what Messrs. Baumol and Bowen are describing is closely related to the college audience profile. No wonder, therefore, that the colleges, where enrollments are enormously expanded, are accounting for such a large percentage of interest in the performing arts.

The far greater variety of music, dance, and theater attractions now available cuts two ways. It increases audience interest, and audience interest, in turn, increases the available choice. Campus sponsorship reflect a freer kind of judgment, and this may be an additional benefit of the present dominance of educational institutions. In the past, a local impresario could not always take the risk of an unusual program with unknown artists. But the college and university sponsors can do this and broaden the whole base of the field.

In fact, this could be the most important result of college and university leadership–the broadening of the whole base of program offerings.

It seems obvious that educational institutions, which have always exerted powerful social and economic influences on their communities, will extend this same influence to the arts and thus become a unique tool for continuing education which extends into the community as a whole. A concert by a great symphony orchestra can be a unifying force on a campus, or between a campus and a community otherwise torn by dissent and the generational misunderstanding of our era.

The performing arts represent another method of communication. Drama, dance, music, film, and all the mixtures of media, can set up dialogue possibilities often totally impossible with more routinge approaches through the spoken or written word.

Not all unions have facilities for broad presentation of performing arts, but most have space within the building for some imaginative activities outside the union building which may require standard theater or gallery facilities.

Because of its diversity of purpose and involvement the union has a unique opportunity to take leadership in presenting the performing arts on campus. It can work with all departments and disciplines. It is not required to offer only music, or only dance; it can explore the mixed media programming. It can bring together diverse groups, and offer them leadership which can help unrelated departments to function together, creating results that are often totally new and unexpected.

The shining new creation of the sixties in the arts is, of course, the Arts Council. This is a tool for arts activity which unions should examine. Aspects of the arts council are already present in many unions within their own student committee structure; but should not the union go further?

Could not the union take leadership in organizing an all-campus group, representing all areas of the arts, which could work to enhance the development of all the arts on campus?

Such a council, including both faculty and students, meeting periodically to share information and ideas and demonstrate enthusiasm and support, could begin to break down the old, rigid departmental barriers. At that point where the arts are presented to the public for view, and became therefore a public concern, it could help to create the true art of the sixties.

Whether or not the medium is the message may be debated; but the medium bringing together many disciplines, communicating not just in music or film but also in many tongues, has an infinitely greater opportunity to be understood. People need to hear, see, and feel the arts, whether they are presented as mixed media, or separately but readily available to all.

The union can help to provide this ready availability. Working together, the members of a campus arts council might well begin producing inter-actions long overlooked. If the music school, for example, is traditionally moving in one direction and the drama department in another, a small inter-departmental council (whether made up of students or students and faculty) might bring in a few new ways of looking at things.

Such a group, working with the union structure would also have the strength, and, hopefully, the wisdom, to offer guidance to some of the *ad hoc* organizations on campus which spring up from time to time with the notion of presenting programs.

Such a group could undertake some realistic studies and surveys of both the campus resources and its audience; these studies could be useful to various departments and extremely educational for students working on them.

Such a group could be a training ground for young men and women who ultimately will become the volunteer symphony board members and the theater guild supporters of the future or who will become the professional arts council leaders in their communities and states.

Such a group could become a central clearinghouse for arts interests. On some campuses it might provide needed coordination with a small staff to help set up the campus calendar for events in the arts.

At the University of Wisconsin we have established an Arts Council in the University's central administration. It represents all of our degree-granting and two-year campuses, and is charged with inventorying the University's general resources and personnel in the arts; with the responsibility for organizing conferences for the study and discussion of relevant program and project proposals within or without the University; with providing new methods of inter-campus communication; with serving as an advisory group on matters in the arts falling outside prescribed jurisdiction of departments, divisions, schools and colleges, but considered to be of an all-University nature by the Central Administration.

This may seem formidable, but within a very short time we have established a lively Newsletter which serves all our campuses, published a Directory which is a kind of Wisconsin *Who's Who in the Arts,* and are developing a major conference on the problems of professional performing arts on the campus.

And the phone rings constantly.

I am convinced that the arts council movement is here to stay. It represents a standard American approach to civic organizations; it reaches democratically into many pockets of society; it gives some structure to the amorphous mass of the arts (which by their blessedly creative nature will always refuse to be organized); and it provides a receptacle to receive and disseminate the public funds which, more and more, are needed to support the arts on whatever level.

Thus, it behooves us as educators to begin to examine this new civic organization, to find a way to include it in our total campus program, and above all, to concern ourselves with the career training of men and women who will be able to serve on the arts councils of the future with ability and imagination.

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Ithaca College

This may be heresy, but I cannot say without qualification that inter-college councils on the arts and scholars are unmitigated blessings. There are conditions, I have found, when it may be better to be a lone wolf than to commit my college's money and entertainment to the whims, mistakes and forgetfulness of some of my sister institutions.

The concept of cooperation among colleges is a widely accepted topic for conversation and philosophizing. The argument for cooperation claims that there can be savings in money, time and planning. It claims, also, that these savings permit each college to offer its students and faculty a higher quality and a greater quantity of offerings in the arts and scholars. Perhaps this is often the case; but there is a great possibility for confusion, extra expense, wasted time, lost opportunities and just plain, old-fashioned quarreling.

It is my intention here to document these statements, and perhaps to offer a basic solution and some helpful hints. First, however, I must define my areas in this discussion: These are the College Center of the Finger Lakes and the State University System of New York's Sub-committee on the Fine Arts. The latter organization I can dispose of quickly. It was originally established as an ad hoc committee to research and formulate advanced degrees in the arts – comparing the advantages of the BFA versus BA versus MFA etc. It is a curriculum-based committee.

Professor John McIvor of the Art Department of SUNY at Buffalo, who is chairman of the committee, feels that SUNY should be representative of the culture of New York State, as is true of many Southern colleges; however, he says, it is not. Therefore, the only State cultural system now is called the New York State Council on the Arts. This group "approves" various artists and will make contributions toward the cost of bringing them to a campus – under very special circumstances. I can only say that I have not been able to secure their support so far.

The College Center of the Finger Lakes is an association of nine colleges in Southwestern and Central New York. Three are womens' colleges and four are co-ed with four-year curricula. Another is a two-year co-ed school, and the ninth is a two-year womens' college.

The Center was formed, "to develop cooperative programs that will assist member colleges achieve their individual objectives more economically and effectively; to develop cooperative projects that would be beyond the means of any single member; and to enlist the cooperation of other area educational and cultural institutions in programs beneficial to the area." This is an ambitious statement of aims; my concern here is with its effectiveness in the programs conducted by the union at Ithaca College.

A first indication of possible problems is the statement that Ithaca College is the only member with a college union representative on the Fine Arts and on the Visiting Scholar committees. Other members are English teachers, artists, historians, and so on. This means that each of the other members has an academic ax to grind: one member wants historians, another wants only poets, and so on. The union member, who is interested only in bringing programs that the students will like, receives little attention.

Providing programs of universal interest is difficult at best. All of the member colleges offer strong liberal arts programs, but in addition their 14,000 students may specialize in ceramic engineering, physical therapy, nursing, music, radio-television, teacher education, speech and hearing correction, mechanical technology, secretarial science and business administration, and pre-professional programs in law, medicine, dentistry, public and foreign service, theology and social work.

Over 800 faculty members, representing such disciplines, cannot easily be pleased, either. In addition, the campuses vary from rural, with little off-campus entertainment, to urban, with many other distractions. In addition, there are nine different college calendars to cope with. I quote from a recent letter from the secretary of the Art Program Committee, to illustrate the sort of problem inherent in the situation.

"As you know, we have done little in the way of cooperating with the arts programs in recent years. . . . An attempt was made to have this committee and the Visiting Scholars Committee meet together, but that just didn't work out. I think that the general consensus was that each college had too diversified interests to come to any common denominator. . . . Not nearly enough interest and time has been spent to try to work out programs, but it may be that the budgets of each college preclude this . . . I informed the Arts Program of two exhibits this year, one on Japanese Education . . . and the other of a photographic exhibit by W. Tifft. Any school interested was to notify me but none did, so those fell by the wayside."

Now – I ask you – does this sound like an active, successful, useful organization?

A meeting of the minds is very difficult within each committee, not only between the two committees. Conditions of time and money – not counting interests – prevent more than three meetings of each committee in a year. Few of the members have any knowledge of the other eight campuses or even of the other eight members. A genuine spirit of cooperation is rather difficult when you are not quite sure of the name or face of the person with whom you are supposed to be cooperating.

Each of the nine colleges puts up the same amount of money for the programs. Theoretically this would insure that each college would get equal benefit from the programs. In addition, each college bears the cost of food, housing and transportation to the next college for any speaker it accepts. Exhibits cost each college its own packing, transportation and insurance.

The lump sum of money from the nine colleges provided ten speakers in 1967-68. Of those ten, Ithaca College was able to accept only four speakers – due to college breaks, prior commitments, and so on. Each of the other colleges had similar missed opportunities for which it had to pay.

On the other hand, consider the poor speaker caught in a "block booking" trap. Start with Day One – a Monday. The speaker, fresh and rested over the week-end, arrives at College A in time for a dinner with many eager young questioners, and then delivers the evening lecture, followed by hours of further questioning. College A bundles him up the next morning in time to drive him over to College B, where he has lunch and a lecture and more questioning. Assuming he isn't held up too long by adoring admirers, College B rushes him over to College C for a dinner, a lecture and more hours of questioning. This is still Tuesday. Wednesday would call for more of the same -- and on, and on, for nine colleges. A young, vigorous and tireless speaker might make most of this circuit. College C probably would be the last to hear an older, more exhausted speaker. For instance, Ithaca College had Allan Tate, a wonderful poet but far beyond such youthful excursions, scheduled last year when it happened to be College D.

Some other disadvantages:

–Six of the nine committee members want author John Smith; I've never heard of him, but I'm anxious to get poet Robert Jones, who is a complete blank to the rest of the committee. How can I intelligently vote for my students on John Smith?

–All members of the two committees are faculty members; most of the prospective audiences are students. How can a group of academicians– again, each interested primarily in his own special field – pick speakers or exhibits that will be of interest to a large percent of students in his own college and also in eight other colleges?

–Three colleges want Suzy Smith's exhibit very badly, but there is no money-savings unless at least four colleges take the exhibit. None of the others can take it, for good reasons. So Suzy's exciting new sculptures stay home. One of the most common reasons for not being able to book exhibits at all the colleges is the variation of gallery capabilities from one college to the next.

The following incident illustrates a variety of problems: We had agreed to receive an exhibit of sculptures on a block booking. We were number three on the circuit. When a trucking firm delivered the boxes we were careful to open them properly and examine each piece carefully as it came out of the wrapping. Three pieces were damaged and, as a matter of routine, we wrote a complete report of the damage was reported to central headquarters we were told not to worry, that this must have been the original condition of the pieces, since no other school had reported it. At the end of the exhibition period, the sculptures were repacked and returned.

The gallery demanded restitution for the damage, no inconsiderable amount. We were not to blame and had filed formal reports of the damage to prove it. We did not want to pay for any part of the damage. Institution Number Two did not make a thorough examination and so had no report to back up its claim that it had done nothing to cause the damage, and the same was true of Number One. The result, some eight months later, was that the three insurance firms concerned apparently agreed to pay one-third each. But the case is not settled and may well end up in court.

The lessons to be learned from this incident, if followed, would solve most of the problems I know of, so far as inter-college councils are concerned.

First, and most important: A chairman – not just a secretary – should head the committee. He should have power to resolve impasses between individual colleges. He must have a central booking office, with permanent personnel and an up-to-date calendar of each college.

Second, a single, blanket insurance policy should cover *all* activities, both for speakers and for exhibits.

Third, all members should be Union representatives. Academic deans, professors and administrative officers may be helpful within their specialties, but such help can be solicited when required. Union representatives would work for the types of exhibits and speakers that the students' will want to see and hear, for knowledge of the students' interests is their business. The faculty will find much interest in the interests of their students, but not necessarily vice versa.

Fourth, have a single carrier pack and transport all exhibits, from the point of origin, across the circuit and back to the gallery. Have him make certain that a statement of condition is prepared by each college showing condition on arrival and condition on departure of the shipment.

Fifth, the central office should maintain such a flow of information from each college to the others, exchanging reactions to speakers and exhibits, that there would soon be a close rapport among the members. Thus they would begin to learn each others' problems, likes and

dislikes, and capabilities; this would eliminate any tendency toward selfishness, obliviousness to the rights of others, and errors that would make life miserable for all concerned. I find that I am far more considerate of the feelings and rights of my friends than I am of strangers – or enemies.

Under rules such as these I can strongly support the idea of a union of colleges, under a single administration and a single point of view. A confederacy in this field would work no better among colleges than it has among states.

* * *

The discussion which followed centered on the organization of community councils and the relationships between town and gown. Mrs. Taylor emphasized that the University of Wisconsin Arts Council provided leadership throughout the state because many of the branches of the university are located in communities where the university is the only leader in the arts. She warned against combining the policy and program junctions in one board and Mr. Farrell agreed. A town and gown coordinating council should consist of community leaders, not art specialists. Such an arrangement should prevent the vested interests of the various artists from interfering with the prime mission of the council.

In response to a query about reducing resistance to new programs Mr. Farrell suggested combining the new with the tried. He presented the successful example which teamed the rock group, the *Chrome Syrcus,* with the *Pro Musica* renaissance ensemble in Carnegie Hall to their mutual advantage.

Mrs. Taylor and Mr. Farrell presented somewhat divergent points of view concerning the desirability of coordinating councils for large metropolitan areas such as the San Francisco Bay Area. The main issue involved the advantages of autonomy when compared with the sharing of resources.

CHARTER TRAVEL MANAGEMENT

Ellen Mulqueen, Assistant Dean of Students
Rhode Island College

More and more students are taking trips–some even without the help of sugar cubes. Students have more time, money, and inclination to travel. Each weekend is a potential ski trip or visit to nearby country or city; each holiday recess a change to travel further, perhaps to Bermuda, the Bahamas, Mexico, or Puerto Rico; and hardly is a summer complete without a trip to some part of Europe.

Because of their limited budgets, students look to their College Unions to provide low-cost charters and tours. Air transportation is the most popular type of transportation for overseas trips, as most students and faculty have limited time for recreational travel. The specific type of air charter that a Union starting a travel program would use is a "pro-rate" charter, a charter the cost of which is divided among the passengers. Such pro-rata charters can save members of the university community a substantial amount of money. Although prices for some commercial excursion trips have come down in recent years, they are restricted to limited periods of time and usually apply at non-peak travel months. With a charter, fares equally low, or lower, are charged for trips of one to three months coinciding with the summer vacation periods of the chartering institution. For example, the University of Pennsylvania for the summer of 1968 offers a fourteen-week charter between New York and Paris for $174 and a seven-week trip for $297; Temple University has three trips, a ten-week and a five-week charter to London, each for $265, and an eight-week trip to Paris, with the option of extra air transportation to and from London, for $285; Massachusetts Institute of Technology's Tech Travel Service advertises four trips, from one to two and half months, for $259 to London, $279 to Paris; one of the most extensive programs, and the one with which I am most familiar, is New York University's Cooperative Air Charters, this year offering ten charters or group flights to Paris, London, Brussels, and Rome, for varied periods of time throughout the summer, for $210 to $290 round-trip. The difference in prices is determined largely by the cost of chartering the plane, divided by the number of seats; the larger the plane, the cheaper the ticket.

CIVIL AERONAUTICS BOARD

Before a Union sets up a flight program, the staff members should be aware of the formalities and headaches with which they will probably deal. The first and most important formality is knowledge and understanding of the regulations of the Civil Aeronautics Board. As one might guess from the six pages of close, small type, the CAB's regulations are quite specific concerning all aspects of charter flights, and the charterer who is unfamiliar with these rules literally may never see his group get off the ground.

The CAB governs all "transatlantic supplemental air transportation," or more specifically:

> charter flights in air transportation performed pursuant to a certificate of public convenience and necessity . . . authorizing the holder to engage in supplemental air transportation of persons and their personal baggage between points within the 48 contiguous states of the United States, on the one hand, and points in Greenland, Iceland, the Azores, Europe, Africa, and Asia, as far east as (and including) India on the other hand.(1)

ELIGIBILITY REGULATIONS

The eligibility of passengers for pro-rata charter flights is specifically noted in the CAB regulations. The eligibility of each applicant must be checked carefully. The Board is not completely specific as to eleigibility in terms of colleges, but it does provide a guideline.

Most university travel services interpret the regulations to include students regularly enrolled a the institution, faculty and staff and their immediate families, including spouses, dependent children, and parents living in the same household. Brothers and sisters of the members of the college community are not included, nor are alumni usually included. Some universities run separate flights for alumni.

CAB regulations also contain sections which deal with requirements relating to the chartering organization. These regulations are available through the United States Government Printing Office.

After the CAB regulations are adapted to the policies of the particular university organizing the travel service, the "nuts and bolts" are handled. Location of the travel service office, staff requirements, and operational details must be decided upon.

THE TRAVEL AGENT

Selection of a reputable professional travel agent is an important consideration. It is easier, particularly in an extensive program, to work through an agent rather than directly with an airline. The agent is constantly in contact with several airlines and is in the position to bargain for the best possible contract. This experience will be invaluable in helping to decide the number and destination of trips. Because much of the responsibility falls upon him, we must stress that he be chosen carefully. Too often a group of vacationers is stranded because an agent has been dishonest or incompetent. Excerpts from an article appearing in the *New York Post* several years ago can illustrate what may happen when an agent is not chosen carefully:

> That bargain flight to Europe, for most of 66 Hunter College and Syracuse University students, was a flight of fancy . . . The sudents said William Tannenbaum, a representative of Holiday Travel, Inc., collected $21,947.90 from them earlier this month, with the understanding that they would leave yesterday for London on a non-scheduled airliner . . . Then, the flight was cancelled five days ago, but someone forgot to tell the students . . . Holiday Travel had made another deal for Pan Am terminal, the students were informed by Tannenbaum that they would have to pay the difference between the regular fare and the bargain rate. The students balked. Tannenbaum turned over the money he had collected to Pan Am. Tempers flew. The Port Authority cops were called . . . (2)

The agent can help to decide the type and number of trips which would best fill the needs of a particular campus. Some institutions might be able to fill several around-the-world or European grand tours, while other colleges would find a selection of simple charter flights more successful; still other institutions might be able to fill no more than one or two group flights. (Tour usually means a charter-plus-guided tour; group flight is the booking of a group on a regular commercial flight for a reduced rate; as opposed to charter flight, which includes the booking of an entire non-scheduled plane.) If the nature of the program is not considered carefully, it is possible that none of the flights will sell successfully, thus causing the travel office to cancel all trips.

AN ACCOUNTING SYSTEM

Several more steps are ahead before the university community can be made aware of the trips. An accounting system must be originated to handle the money for the flights. Some agents may offer to keep the books, so that the university need only collect the money and send it directly to the agent. This removes much responsibility from the travel service staff; however, the figures are not immediately accessible, and inquiries must be directed to the agent rather than handled by the travel service. Such method would again stress the need for a reputable agent.

Application forms should be as simple as possible while obtaining all pertinent information. It is wise to list flights separately from the application, as changes in schedule might be made subsequent to the printing of the application. A triplicate form can be devised, with one copy for the agent, one copy for the travel service, and one copy for the traveler. Many colleges attach a page of general information and regulations directly to the contract or print it on the same page. A college may wish to add a form releasing it from all responsibility, if an accident should occur.

Official receipts for all monies should be given. Not only do passengers often ask for such receipts, but it is a method of control for the bookkeeper.

CHECKING ELIGIBILITY

A procedure must be initiated for checking the eligibility of applicants. Record-keeping offices for students, faculty and staff should be contacted and a simple method of identification agreed upon before the rush begins.

ADVERTISING THE FLIGHTS

Especially at the beginning of a flight program, adequate advertising can be arranged indirectly in special programs such as New York University's "Travel Vicariously," which shows travel films and has foreign guest speakers, often from the countries that are to be visited in the charter flight program. If the trips are well-planned and inexpensive, there should be little problem in attracting passengers.

Of primary importance at this point is keeping the books up to date. The travel office becomes hectic, especially as flight dates near, so each application should be processed and the books adjusted as soon as the application is received, in order to avoid a work backlog or possible loss of applications.

Tickets and such items as flight bags, which some airlines supply free of charge, must be issued to passengers, plus flight information. These functions may be performed by either the agent or the travel service. If the agent offers to handle this, it may prove to be a godsend–only a person who has undergone the experience of the last few frantic weeks of an office filled with waiting-list applicants, people cancelling reservations, last-minute vacationers, and constantly-ringing phones, can appreciate having the agent take over this duty.

The agent usually sees the passengers off at the airport, but a representative of the travel service should also be present, in case of last-minute complications.

THE PROBLEMS

A campus flight program may be parent to many problems, large and small. Student-run flights, unfortunately, are often the basic cause of problems, as follows:

A. Some students may not be conscientious, in their eagerness to fill a flight, and may attempt to allow ineligible passengers aboard the plane. Should the CAB spot-check, the flight may be cancelled and the organizer may find himself in some trouble;

B. A student may get involved with a dishonest or incompetent agent. It is more difficult for a student to check the reputability of an agent than it is for a university to do so;

C. If several students are managing the flights, there is a lack of centralization, which may cause such problems as overbooking of flights, loss of applications or money, or other mix-ups;

D. If a student is running the flights independently of the university, but on campus, the university is often thought to be responsible, especially by frantic parents who call the Union to ask about their sons or daughters who were supposed to have returned on a certain date and apparently have not done so;

E. The students are often poorly-rewarded for the work they have done on flights. The following case will illustrate what can happen:

A Columbia University graduate student agreed to act as a charter organizer with three other students for what they thought would be seven charter groups of Columbia students, faculty, and their families. Organizers are permitted up to $750 for their time and expenses in organizing a charter flight.

"Pretty soon, we realized that we'd only be able to put together two groups, which meant that we four organizers would only have $1500 for our work. I figure we put in about 80 hours each. Then we put in another 50 hours on the phone–and had a $250 phone bill. In addition, we had the expense of campus publicity. One flight went off fine but the other was murder.

"When everyone reported to Idlewild that day we still had nine empty seats. We put it up to the charter passengers: if each would come through with another $24 we would throw in $400 of our fee and enable the plane to leave. By the time we were through, we had made about 50 cents an hour for our time. No, I've never been to Europe. Can't afford it . . ."(3)

THE SHADY AGENT AND ILLEGAL FLIGHTS

Travel agents using the name of the university illegally may be a painful thorn in the side of the travel office. At New York University in 1963-64, although an officially-recognized program was in operation, another program began operating illegally on campus, using the name of the University, and appointing students as the campus contacts. Posters advertising these flights began appearing all over the campus. No sooner were the posters removed by the University, than new advertisements were up. The students whose names appeared on the posters were informed by the Dean of Students that it was illegal to use the University's name without permission, and the students resigned from working with the agent, soon to be replaced by other students. The airlines were informed that the agent was operating without consent of the University, and the University would not verify the eligibility of any passengers on these flights. Finally, the matter was referred to the attorney-general, who indicted the travel agent for fraudulent practices. The episode made headlines in most of the local papers, which caused some panic among passengers on the University-recognized flights, who misunderstood and thought the fraudulent flights at New York University referred to the flights for which they had applied. The following year, even after the indictment by the attorney-general, the agent again began circulating flyers advertising his "Fifth Successful Year" of charter flights at the University.

THE INELIGIBLE APPLICANT

The travel office may find they have many applicants who are not eligible and who know they are not eligible. They may use unique methods to convince the travel office that they are eligible, or to persuade, bribe, or intimidate staff into letting them on the flights; just one example, at New York University in 1964, two people with University affiliation applied for a flight and received their tickets, and when the flight date arrived, two other people appeared at the airport with the tickets. They tried to get on the plane unnoticed, but airline officials observed that their passports did not carry the same names as did the tickets. They then stated that the original passengers had become sick and offered the tickets to these persons, allegedly cousins of the applicants. As they were ineligible, they were not allowed to board the plane, and the applicants' fares were forfeited.

WHEN CHANGES ARE NECESSARY

From time to time, even with the best of agents and planning, it becomes necessary to make changes in flights being offered. An airline may cancel its offer of a plane, causing a transfer to another airline for the same dates if possible; a date may have to be changed by a few days; a flight that is not filling may be combined with another flight in the program, changed to a group flight, or cancelled entirely. If the passengers are made aware of these possibilities upon application, they are considerably more understanding should such an unfortunate situation arise; however, in very few cases will they be entirely understanding. Should any change occur, the passengers must have the option to cancel their applications at no cost to them, as it is the University who is violating the contract. Passengers should be made aware of the changes as soon as they occur, so that they may make other plans. The problem of flight cancellations is a difficult one, as it is nearly impossible to predict with 100% accuracy the dates that the University community wishes for European jaunts. A flight may have had a long waiting list last year, but the same dates may be completely undesirable this year. Even the best-run charter flights have an element of uncertainty about them.

Although some of these situations must be expected, it should not discourage the university that is considering a flight program. The benefits to the university community far outweigh the problems of the program.

John Rothschild, of Club Tours, Inc., a pioneer travel agent chartering planes for New York University and other colleges and universities, states:

> In spite of all the difficulties, the charter flight is still the greatest travel bargain available. I'm convinced that charter flights have helped force down the regular trans-Atlantic air fares. For those who want more than three weeks in Europe during the summer--university students and teachers, for example–the charter flight is the only way to do it inexpensively. (4)

NOTES

(1) *Civil Aeronautics Board Economic Regulations,* II, A, 295, 2, p. 1.

(2) Alfred T. Hendricks, "Cut-Rate Plane to Europe for 66 Grounded," *The New York Post,* June 25, 1961.

(3) Murray Teigh Bloom, "One-Up-in-the-Airmanship," *The New York Times Magazine,* January 10, 1965.

(4) *Ibid.*

Sharon T. Ensign, Assistant Program Director
Chicago Circle Center
University of Illinois at Chicago Circle

This paper describes one way of operating a college travel program at reduced cost in the hope of providing at least the basic information necessary to develop a travel program which may be modified to meet particular needs, locality, and policies of an individual campus.

To implement a campus travel program the formation of a travel bureau is recommended. The purposes of such a bureau are:

1. Conduct a comprehensive search for information on low cost travel opportunities.
2. Provide information on travel and related areas to sudents and faculty.
3. Initiate, sponsor, and supervise formation of charters and groups to obtain the lowest possible rates.
4. Serve as a catalyst, coordinating the travel activities of various organizations (both academic and commercial).
5. Maintain a file of travel opportunities, tourist guides, maps, etc. from all possible sources and in sufficient quantities for distribution to interested persons.
6. Offer special services for participants of its programs, such as health and accident insurance, foreign car rental, travel arrangements for pets and information meetings.

The travel bureau can be administered by a trained student staff under the direction of a student-faculty board. The student-faculty board sets policies providing for an adequate accounting system and maintaining accurate flight manifests and concise contract forms for the complete protection of all participants. A *basic* travel bureau staff should include:

1. A Coordinator (may be Union Program Advisor or student) who is the liaison with commercial travel agencies, who facilitates the workings of the travel bureau through the university administrative structure, and who supervises a continuing evaluation of the program;

2. an Administrative Assistant who generally supervises the day-to-day operation of the bureau, helps with promotion and correspondence, advises potential travelers and maintains an adequate level of travel materials and resources;
3. a Publicity Assistant who is directly responsible for all promotional devices, i.e., brochures, press releases, posters and advertisements;
4. a Secretary who handles all clerical details. Of course, the total number of travel bureau staff members depends upon the scope and size of the travel program.

Implementation of Reduced Cost Charter and Group Flights

There are essentially two types of reduced cost flights: pro-rata charters and group flights. A pro-rata charter is an arrangement whereby the full capacity of an aircraft is contracted for by the travel bureau. The contract provides for flying students, faculty, and staff of one school from a certain departure point to its destination and back again at a fixed total price and this aggregate cost is divided equally among the passengers transported. A group flight is defined as the arrangement whereby a minimum of 25, 50, or 70 seats aboard a regularly scheduled airline is contracted for by the travel bureau. The larger the group, the lower the fare.

Sample Charter and group transatlantic flight fares:

Charter: Chicago-London, return Paris-Chicago - $300 per person

Group of 50: Chicago-London, return London-Chicago - $323 per person (Fare includes $10 travel bureau service charge.)

Not all destinations are accessible for special reduced rates for charters or groups. A campus travel bureau desiring to fly to a certain destination would have to check with the Civil Aeronautics Board and/or individual airlines to learn if the particular destination in question is available at special rates. As of this date, reduced rates are available for flights to Europe, Middle East, Japan, the Caribbean, Mexico, South America, Tahiti, and Hawaii.

Rates for group flights tend to be slightly higher than for charters. However, for colleges or universities that lack a sufficient number of travel-minded students, faculty, and staff to fill an entire jet plane seating from 150-250 passengers, group flights provide the solution. Group flights and charters have no restriction as to length of trip and no group tour has to be purchased to qualify for low air fare.

All regulations governing groups and charters are established by the Civil Aeronautics Board. For one free copy of the CAB Regulations write to: Publications Section, Civil Aeronautics Board, Washington, D.C. 20428. When you write ask specifically for CAB Regulation Part 295, Part 214, and Part 208.

An organizer (in our case the campus travel bureau) of a travel program involving charter or group flights should use a professional travel agent and, preferably, an agent who has had experience with such flights. The agent can be very helpful in answering the many different questions that arise and can save the travel bureau the work of making direct contacts with airlines to obtain prices and to find out what aircraft is available. There is no saving in dealing direct with the airline, as the agent receives his commission from the airline.

It is advisable for the protection of both the organizer of a group or charter and the flight participants to sign a contract which specifies the regulations and policies governing the flight.

The travel bureau can be self-supporting through the following methods:

1. Service charge per flight participant (regulated by CAB)
2. Sale of travel publications
3. Sale of National Student Association Identity Cards
4. Special programs with admission charges (i.e., films, lectures, etc.)

Basic Reference Materials

Europe this Way, Atheneum, 122 E. 42 st., New York, N.Y.

Let's Go (Student Guide to Europe) $1.95, Simon & Schuster, 630 Fifth Avenue, New York, N.Y.

International Programs of American Universities, Institute of Research on Overseas Programs, Michigan State University, East Lansing, Mich.

Undergraduate Study Abroad, $2.75, Institute of International Education, 809 United Nations Plaza, New York, N.Y.

Study Abroad, UNESCO, United Nations, U.N. Plaza, New York, N.Y.

Air Travel Bargains World Wide, AirBargains, Box 408-Y, Coconut Grove, Miami, Fla.

Opportunities for Summer Study in Latin America, 25 cents, Publications Services, Pan American Union, Washington, D.C. 20006.

AACTE Handbook of International Education Programs, $1.50, American Association of Colleges for Teacher Education, 1201 16th Street, Washington, D.C.

Work Study Travel Abroad, $2.00 U.S. National Student Association/Educational Travel, Inc. 265 Madison Avenue, New York, N.Y. 10016.

Guide to Air Charter Groups and Air Travel Bargains, $3.75 Travel Information Bureau, 16 Bristol Lane, Kings Park, N.Y. 11754.

Summer Employment Guide (U.S. and Abroad), $2.95, Doubleday and Company, Garden City, N.Y.

Holiday Glossary, Holiday Magazine, 641 Lexington Ave., New York, N.Y.

Handbook on American Student Travel, $1.00 U.S. National Student Association.

Five Dollar a Day Series complete list and prices available from Arthur Frommer, Inc., 80 Fourth Ave., New York, N.Y.

StudentTravel Magazine, the trade publication of the student travel industry. 1 year subscription $5.00, 156 East 34th Street, New York, N.Y. 10016.

Eileen Thompson, Program Advisor
K-State Union
Kansas State University

This paper is designed to cover two areas of charter travel management: (1) general charter trips by bus and train, and (2) ski trips. It offers a basic "how-to" type discussion of both areas in hopes that the information will be of help to those interested in beginning such a program.

General Charter Trips

Is your Trips and Tours Committee looking for some action other than a ski trip or European tour for their next project? Or is the summer program at your university in a small town being stifled by the lack of entertainment as well as the heat? Then consider a charter bus trip to a nearby city–or within your own–to tour a museum or some historic spot, to attend an athletic event, to see a show or stage production, or for a sightseeing or shopping trip. The trip can range from a few hours to a week or more, depending upon the amount of class-free time available.

The basic ingredients for such trips include an event (or two) to attend, administrative approval, transportation and group insurance. The events chosen should generate the interest of many types of individuals. A morning shopping trip and an afternoon baseball game is a good selling point. A student planning committee may be the best means of selecting a trip destination that will appeal to a majority of students. It may conduct a survey or send out a questionnaire or use suggestion boxes in residence halls and other places frequented by large numbers of students. Newspapers, magazines, and information from the Chamber of Commerce should also provide good promotion possibilities.

Group rates are usually available and should be requested. The price must be within the range of student budgets. Dates and time for the trip may be established by the event (such as a baseball game, itself) or it may be determined by the committee. Consideration should be given to vacations or holidays; conflicting events, either on campus or in the community; and to whether the proposed date allows adequate time for thorough planning and promotion of the trip.

Securing administrative approval depends upon institutional procedures. Some universities require a travel voucher submitted at least three weeks before the first day of the trip. It is wise to have approval early in the planning stage for the trip. It is also a good idea to have in mind the purpose of the trip or tour, the approximate cost, the number of participants, and a tentative itinerary so that these details can be discussed with anyone who inquires.

Transportation usually involves asking the nearest bus company or train terminal for their rates. Inquiring of more than one company - or of more than one type of transportation - may produce a lower rate. The bus company will need to know where you plan to do, the date and time of departure and return, the approximate number of people, and the approximate itinerary. It will also need to know if you plan to use the bus for the entire time or if it is to leave your group at a certain place and then return to pick up the group for the trip home. Bus companies usually charge a minimum rate for a certain number of people and then add on a per person rate for each individual above that base number. So it is advisable to have at least as many people going as the base rate pays for.

Group insurance and the method of securing it for charter trips is another factor which varies with the institutions. It must not be overlooked. Most insurance companies have good group policies which don't add a great deal to the per person cost of the trip and such insurance is a necessary protection to the sponsoring union and can be a selling point for the trip participants. Check with several agencies for the best rate. The company will need to know the participants' name and school address, as well as their beneficiarys' name, address, and relationship to the participants.

The trip or tour will need publicity. Publicity methods vary from campus to campus, and may include newspaper ads and feature stories (campus and local media), posters, letters to university faculty and staff members and promotional gimmicks. Publicity is important, but all funds musn't be concentrated there.

After all the arrangements and reservations have been made and publicity has aroused interest, registration for the trip can start. A simple contract or agreement with each participant is desirable (see sample contract for summer trip). It states the date and time of the trip, the destination, the price, everything that is included in the price (admission tickets, insurance, etc.), and a deadline after which the participant will not receive his money back if he decides not to go. This contract or agreement obtains the information needed by the insurance company (beneficiary, etc.) as well as the telephone numbers of the participants and their parents or guardian. The contract signing, payments and receipts may be handled either by students or staff members.

Evaluation of the trip should be made soon after its completion. This may mean simply getting the committee together to review the mistakes and successes. A very short evaluation form for the trip participants to fill out can be extremely helpful, but I should not take advantage of their "customer" position. However, most people don't mind giving their opinion in a short, informal fashion. These forms can be distributed on the way home.

Ski Trips

In the general area of charter trips by bus and train, ski trips are among the most popular. The planning of a ski trip is very similar to that of any other charter trip and the trip usually will attract a great many students.

The student committee usually knows where it would like to go. If not, there are several sources of information which may prove helpful (see bibliography). Most ski areas have some organization similar to a chamber of commerce which will provide information about group lodging, meals, etc., upon request.

There are several points to consider when selecting an area for a group ski trip:

1. Is the area easily accessible by train or charter bus?
2. Is the ski area a reasonable traveling distance from your college or university? It is a good idea to spend more time skiing than traveling.
3. Are there coed accommodations available for the anticipated number of participants?
4. Does the price of lodging fit in with the proposed budget *and* the students' pocketbooks?
5. Is food service readily available?
6. How are the slopes? Do they include a number of runs in the beginning, intermediate and advanced categories?
7. How far are the slopes from your lodge? If the distance is too far to walk, is there a shuttle bus or some other means of transportation to and from the ski slopes?
8. What about medical facilities? Is there a hospital or clinic in the vicinity? Is there a doctor in the area?
9. Are group lift tickets available?
10. Is there a ski school? Are lessons available at a reasonable rate?
11. Is there a ski rental or repair shop in the area?
12. If novice skiers tire, is there something else for them to do–ice skating, movies, shops to browse through?
13. What about night life? Most avid skiers will retire early, but some will want something to do after the evening meal. What facilities are available in the area?
14. Does the area cater to young people or the older resort set, or can it handle both?

I f you are able to answer all the previously discussed points with "Yes" in relation to the area you have under consideration, then you should inform all other union personnel interested in ski trips immediately, for you have found a near-perfect trip location!

When planning transportation for a ski trip keep in mind cost and convenience as well as the time factor. Plane charters approach the optimum. If train or bus is necessary, compare the advantages and disadvantages offered by each method. Traveling by train rather than bus eliminates being confined to one seat for the entire trip. But does the train go all the way to the destination? Will change-over to a bus for the last leg of the journey consume valuable time and prove inconvenient?

It will probably be necessary to rent ski equipment for a portion of the people making the trip with your group. This equipment may include skis, boots, and poles. Most ski areas have at least one ski rental shop. However it might be cheaper to rent equipment from a shop outside a major ski area. For instance, if the destination is Aspen, it might be possible to stop in Denver to pick up equipment. This method has some inconvenience in that broken or lost equipment is difficult to replace during the trip. But most firms outside a major ski area will reimburse the rental cost of equipment to replace that broken at the slopes, and the final savings may be considerable.

When estimating the individual costs for the trip, include all transportation, meals, lodging, equipment, insurance, and expense for sponsors (see breakdown). It may be desirable to recapture the cost of incidental purchases (first aid kit, ace bandages, repair costs for broken equipment, etc.) and the publicity expense for the trip. A lodging deposit combining the cost of first and last nights' rent may be necessary to hold reservations. A contract describing the number of trippers and the length of stay, along with a firm guarantee by a definite date agreeable to both parties may replace the deposit to be refunded at the end of the say if there are no problems, may be required. These problems might range from a broken window to a cigarette burn on the floor. It is good practice to use a damage report form, including the room number, the names of the occupants and their signatures. The occupant should check his own room (with the lodge manager present, if he desires) listing everything that might be classified as damage - even the most minor things. The form should emphasize the occupants' responsibility to pay for any damage *not* listed.

The student planning committee should have an idea of what meals they want to include in the trip price, as well as the cost range. The noon meal is easy to omit from those included in the trip because most people are on the slopes at that time and do not want to bother coming in for an "organized meal." The timing of meal service is an important consideration: try to allow as much individual choice as possible. For instance, a breakfast schedule ranging from 7:30 to 10:00 a.m. will accommodate both the early-rising avid skier who wants to be first in line when the lifts open and the late-rising snowbunny who may only plan on skiing a half-day anyway.

After deciding upon the individual cost for the trip, the planning committee should draw up a contract and establish preliminary and final deposit dates (see example). These deposit deadlines are needed to provide a fairly accurate number of participants for the lodge, food service, bus and insurance companies. Arrangements for ski equipment should be made well in advance and contract should elicit the needed information (height, weight, etc.) for ski rental and the insurance company. For students under twenty-one years old, parental permission may be necessary. A simple form with space for the parents' signature can be given to the student. This form should be kept on file along with the individual's contract.

Evaluation is an aspect of the planning and execution of a ski trip that the student committee may be inclined to overlook. However, if the committee does obtain a comprehensive report on its successes and errors, the planning for the next trip will go much more smoothly. An anonymous evaluation survey, with blanks for age, sex, and skiing ability can be filled out by the participants on the return trip.

No.

AGREEMENT FOR 1967 KANSAS CITY TRIP
PROGRAM DEPARTMENT
K-STATE UNION
KANSAS STATE UNIVERSITY

This agreement made and entered into the_____day of _____ , 196__, and between the K-State Union party of the first part and _____ party of the second part (hereinafter called the undersigned).

WITNESSETH: That the K-State Union agrees to provide the undersigned with transportation, admittance tickets, insurance, and sponsors according to the following terms and schedule:

TRANSPORTATION: Air-conditioned bus transportation to Kansas City bus transportation while in Kansas City; bus transportation from Kansas City to Manhattan.

ADMITTANCE TICKETS: Reserved seat tickets will be provided for the Kansas City Athletics baseball game and the Starlight Theatre production.

TRIP INSURANCE: Insurance will be provided for the entire trip.

TOTAL COST: $6.00 per person (Those students enrolled in summer school and their immediate family).
$9.00 per person (Those people not enrolled in summer school).

THE UNDERSIGNED FURTHER AGREES:

(1) The undersigned will travel to and from Kansas City, Missouri, on the bus scheduled by the K-State Union. Said bus will leave Manhattan, Kansas on July 23, 1967, and return the morning of July 24, 1967.

(2) The undersigned will accept those admittance tickets given him at departure time.

(3) The undersigned will accept the insurance provided by the K-State Union which includes trip insurance to the amount of $1,000 accidental death and $500 blanket medical.

(4) The undersigned further agrees and understands that he cannot be refunded his payment of $6.00 or $9.00 after 12:00 July 18, 1967, if he cannot go on the trip.

WHEREAS:

(1) It is understood and agreed by the undersigned that the K-State Union assumes no liability, actual or implied, for any loss or injury that may be suffered by the undersigned in connection with the aforementioned trip.

PLEASE PRINT *PLEASE PRINT*

_____ _____

(FULL NAME OF BENEFICIARY) *(UNDERSIGNED)*

TRIP INSURANCE: Insurance will be provided for the entire trip.

EQUIPMENT: (Optional - $8.75) Ski equipment includes wood skis, boots, and poles, (Ski equipment is insured against breakage–the individual is personally responsible for all losses.) (Metal skis–additional cost)

COST: $78.00

THE UNDERSIGNED FURTHER AGREES:

(1) The undersigned will travel to and from Vail, Colorado, on the bus scheduled by the K-State Union Trips and Tours Committee. Said bus will leave Manhattan, Kansas, on January 26, 1968, and return the morning of February 1, 1968.

(2) The undersigned will lodge in the room assigned him in Vail, Colorado.

(3) The undersigned will accept the insurance provided by the Trips and Tours Committee of the K-State Union which includes trip insurance to the amount of $5,000.00 accidental death and $500.00 medical payments, $25.00 deductible on all losses.

(4) The undersigned will pay the K-State Union Trips and Tours Committee a $15.00 deposit on or before January 12, 1968, and the balance of total price to be paid on or before January 19, 1968.

(5) The undersigned further agrees and understands that he cannot be refunded his deposit of $15.00 after January 12, 1968, if he cannot go on the trip.

(6) If for reasons beyond his control after January 12, 1968, the undersigned cannot participate in the trip, neither the deposit nor the money for the bus transportation can be refunded.

WHEREAS:

(1) It is understood and agreed by the undersigned that the Trips and Tours Committee of the K-State Union assumes no liability, actual or implied, for any loss or injury that may be suffered by the undersigned in connection with the aforementioned trip.

(2) The undersigned agrees to take one lesson if not having skied before.

_____ _____

(FULL NAME OF BENEFICIARY) (UNDERSIGNED–SKI TRIP PARTICIPANT)

_____ _____

(RELATIONSHIP) (MANHATTAN ADDRESS)

_____

(STREET ADDRESS (CITY) (STATE) (PHONE)

HEIGHT_____ WEIGHT_____ SHOE SIZE_____

ROOMMATE PREFERENCE_____

APPENDIX

SKI TRIPS

General Information:

United State Ski Educational Foundation, Inc.
The Broadmoor
Colorado Springs, Colorado 80906

Colorado Ski Area Information and Films:

State of Colorado
Division of Commerce and Development
Advertising and Publicity Department
600 States Services Bldg.
Denver, Colorado 80203

Aspen Skiing Corporation
Box 1248
Aspen, Colorado 81611

also - other ski areas have films advertising their own facilities

Publications:

Colorado Ski Information Center
225 W. Colfax Ave.
Denver, Colorado

SKI Magazine
P.O. Box 514
Des Moines, Iowa 50302

SKIING
Portland Place
Boulder, Colorado 80302

(ski magazines are excellent sources of information concerning films, brochures, etc.)

Buttons for publicity:

Asco, Inc.
2nd and Walnut
Winona, Minnesota

_____ _____

(RELATIONSHIP) *(MANHATTAN ADDRESS)*

_____ _____

(ADDRESS) *(PHONE NUMBER)*

_____

(CO-SIGNER, IF NECESSARY)

_____

(RELATIONSHIP)

WITNESSED: _____

(MEMBER OF PROGRAM DEPARTMENT STAFF)

K-STATE UNION - 1968 SKI TRIP
Cost Breakdown

Lodging: SHORT SWING INN

Number people	79		
Number room (bed)	80		
@ $5.00/day			
@ 4 days			
		20 x 80 =	$1600.00
		+ tax (5%)	80.00
			$1680.00*
		+ Luggage Storage	
		2 rooms @ $15.00	30.00
Total Room Cost			$1710.00*

Damage Deposit: SHORT SWING INN

Check for ($5.00 per bed) $ 400.00*
to be presented on arrival
REFUNDED TOTAL AMOUNT LESS COST OF ANY DAMAGE

Meals: THE GALLERY

79 @ $1.50 x 4 (breakfast) =	$ 474.00
79 @ $2.50 x 3 (dinner) =	597.50
Total (includes tax and tip)	$1066.50*

Equipment: CHRISTY SPORTS, INC.

73 @ $8.75 = $ 638.75*

Insurance: CHARLSON - WILSON INS. AGENCY

79 @ $5.25 = $ 414.75*

Bus: CONTINENTAL CENTRAL LINES

79 passengers = $1889.25*

$1710.00	
400.00	
1066.50	
638.75	
414.75	
1889.25	
+6119.25	TOTAL TRIP COST (including damage deposit of $400.00)
	77 = $79.47/person

NUMBER _____

AGREEMENT FOR 1968 SKI TRIP
PROGRAM DEPARTMENT
K-STATE UNION
KANSAS STATE UNIVERSITY

This agreement made and entered into this_____ day of_____, 196__, by and between the Trips and Tours Committee of the K-State Union party of the first part and_____, party of the second part (hereinafter called the undersigned).

WITNESSETH: That the Trips and Tours Committee of the K-State Union agrees to provide the undersigned with transportation, lodging, meals, ski equipment, insurance and chaperones according to the following terms and schedule:

LODGING AND MEALS: Rooms for four days; breakfast for four days; dinner for three days.

TRANSPORTATION: By bus from Manhattan, Kansas, to Vail, Colorado. The return trip will be by the same route and same manner.

INNOVATION AND CHALLENGE IN THE OUTDOOR PROGRAM

Sam D. McKinney, Outdoor Program Director
Portland State College

The Portland State College Outdoor Program is an effort to construct within the framework of outdoor adventure an *environment* within which college men and women can gain new perspectives of their values, abilities, goals and relationships toward others.

The Program does not utilize outdoor experience in traditional recreation values, but as *the medium* through which expressive response, self-discovery and learning can occur.

It is the premise of the program that the outdoor or wilderness environment presents a series of realistic, definable and unavoidable challenges to which the student must respond. The nature of this response is the central idea in the use of the outdoor environment as a *learning experience.* For the participating student there exists a pre-conceived notion of what this response should be through the legacy of cultural and traditional values suggested by the outdoor environment. This is an *experimental climate* for self-testing of youth.

The student participating in the outdoor adventure is aware of what his response and action should be in order to match the existing tradition of how he should act. The student standing on a mountain knows he should go up. If he doesn't, that will tell him something about himself. If he does, he must deal with the impersonal demands of the mountain and his own requirements of food, shelter, safety and survival. Either way, he is ultimately forced to confront his own personality, his attitudes and his abilities. He has a measure of himself through personal assessment of his response to the demands and traditions of the environment.

It is within these subjective processes, encountered more or less simultaneously in dramatic context, that significant insight and intuition can be gained to effect lasting change in individual action and attitude.

Teaching Concepts

The primary role of the instructor in this program is to create within the outdoor environment a *learning dilemma* in which the student, working with his group, has primary responsibility for learning, action and achievement. He is a basic resource within his group for the achievement of individual and group goals.

The instructor identifies the goal and defines the problems associated with it. Necessary technique and skills are demonstrated. The students then have the responsibility to work the problem through to its solution.

The various goals must be difficult enough so that *failure* is a very real possibility. The possibility of failure is essential in order for each student to risk his sense of self-confidence and acceptance. A goal that does not challenge individual self-confidence cannot, if achieved, increase that confidence.

Maximum emphasis place on available or existing skills and abilities with minimum dependence on the instructor makes individuals realize that their own competence, creativity and initiative are the key resources.

The wilderness experience must include a series of graduated but increasingly difficult challenges to create these conditions in which these subjective processes can occur:

1. Subjective observation and awareness of self in demanding roles.
2. Growing self-confidence through achievement of outdoor objectives.
3. Sensitivity to other persons through dependence upon them in a stress environment and circumstance.

Basic Concepts of the PSC Outdoor Program

1. It is not a club, and the organizational function is limited to providing required technique and trip scheduling. The program functions best when its objectives are thought of as philosophy rather than organization goals.
2. The group functions without complex rules except the idea that the wilderness itself imposes implacable rules on participating students.
3. A committee approach to planning is avoided in favor of assigning *total* responsibility to a qualified student leader.
4. Activities tend toward specialization in order to allow for competent participation in such activities as climbing, kayak touring, sailing and ski touring.
5. The general activities are limited to those things which develop stress environments.
6. Class sessions provide thorough instruction in technique, safety and equipment handling. Preliminary field trips are scheduled to allow practical use of these skills in safe but demanding situations.
7. Students are expected to provide basic instructor staffing.
8. In place of trip planning for the average student's ability, a variety of trips are planned to accommodate beginning, intermediate and advanced abilities.
9. Students are totally free to plan and lead trips commensurate with their abilities.
10. College faculty participate in trips only to provide technical assistance.
11. Students have fairly well held to their own rule that *all* trips must be coeducational.

Initial Outdoor Program Budget

Item 1 - 10 Foldboats, $2,100

In terms of immediate and long-range goals, the boating activities of the Outdoor Program are most encouraging. This activity has wide student appeal. It provides an ideal training program involving water safety, boat handling, navigation, etc. It is a year-round activity, not as subject to weather cancellation as are the climbing activities. Because the thrust of the program is on touring, students have the added advantage of trip planning, camping en route, etc. In addition, this program provides wide opportunity for major summer expeditions of considerable depth. This summer, for example, expeditions are being planned for the Yellowstone and Teton areas, the Gulf of California, and the Alaskan Inland Waterway.

Item 2 - Miscellaneous Boating Equipment, $500

Spare parts, paddles, etc.

Item 3 - 10 Tents, $350

These are in addition to the six mountaineering tents already owned at a cost of $72.00 each. The new $35.00 tents are of more general use.

Item 4 - Climbing Ropes, $200

Ten additional are required for normal replacement as well as to fulfill the requirements of more climbers.

Item 5 - 10 Bluet Stoves, $90

These are used on all trips.

Item 6 - First Aid Kits, $36

We make up our own. Trip leaders on each outing are required to carry first aid supplies.

Item 7 - Equipment Repair, $50

Student care of equipment is evident in the fact that to date we have spent some $30.00 on equipment repair and all items are in excellent shape. However, some budget should be available, particularly because of the expanded boating activities. (This does not cover the drastic loss of one foldboat.)

Item 8 - Hut Improvements, $400

Nominal improvements are needed in order to make the hut more livable during the winter. Equipment requirements include bunks, mattresses, lanterns, and heating equipment.

Item 9 - Publications, $250

The program publishes its own journal.

Item 10 - Film, Display and Promotion, $250

The program does its recruiting through pictures and poster displays. This is essential to inform students of the program and its activities.

Item 11 - Educational Material, $150

This item includes additional books for the program's library, its map collection and other printed material necessary for classroom use and reference.

Item 12 - Expedition Support, $850

Partial support of climbing expeditions to the Tetons, Alaskan and Canadian Rockies.

Terence Linnihan, Outing Director
University of Wisconsin

The challenges and innovations for union outdoor programming are not very obvious. Nor are they that easy to enumerate in a short paper. I think the most important task the college union has before it is to redefine its program goals in light of society's changing value system as expressed on campuses. Specifically, we need to know how they relate to our union outdoor programming. This rethinking must take place in our union program offices, in deans' offices, and in other campus centers of "in loco parentis" care.

The movement away from the "in loco parentis" philosophy has been documented across the nation. Just last week, the Wisconsin faculty abolished hours for women, liberalized the supervised housing code, and hiked illegal parking fees. (I just threw the parking thing in to let you know how things are at Wisconsin.) The point is that the main obstruction to mature outing activities – chaperones, hours approval, and so forth, are withering away across this nation.

Supervision has long been the reactionary peg many decision-makers have hung their negative hat on to halt outdoor programming. Outing activities were, after all, messy and unstructured, difficult to staff, and then, there was the safety question.

When the college union movement began, to justify funds, union staff "defensively" programmed with highly visible, well organized events on campus. Naturally, the deans and trustees never want to give student-led off-campus programs the green light, for who has "control?"—. So the dynamic students, who look to college and university life as a growth period, deserted the unions in no small way. This may have contributed to the "gas station" look some unions have in their facilities and program - with staff leading rather than students. From this process, union programming has, on many campuses, suffered from programs contrived for attendance and visibility, rather than planned as meaningful attempts to fill voids in the students' lives.

These are the problems that outdoor programming faces philosophically in union program offices across the country. So it is necessary to consider these before moving to club or committee outdoor programming.

We have plush estates now on the campus scene which some see as the logical agency to furnish students with athletic activity and involvement. The department names are somewhat different, they can be identified–physical education, intramural sports, minor sports, and the like. However, the net result of these programs is that we are graduating a group of bystanders each spring who go through life focusing on team sports; spectators every one. Doctor Will Menninger once said that the well adjusted personality needs to know how to "play hard" to become a productive human being.

Every student should graduate with more than a degree: an occupational door opener. He should have become a better person culturally from the experience. If we purport to educate totally, it should be for life with leisure time and vocational skills. If I were to set priorities, I would stress the out-of-class activities before class honors. I do not mean "out of class activities" in the classical sense–that is, a long list of club, fraternal, and campus committee accomplishments. I define them more intangibly. There should be more sensitivity to human needs, more understanding of the demands of our society, more appreciation of the arts and more self-involvement because of life on campus. I believe out-of-class activities can make the difference in a student's life.

This is the first step in our innovation then–to rethink the goals and methods of our union program in recreation with a broader view of education.

Next, the challenge of implementation.

Many union people will remind me that I have a utopia for outdoor programs in Wisconsin: the lake at the doorstep of the union, a favorable climate for summer and winter sports and a new boathouse for an addition to the old outing center. Frankly, I am sure that any union could have programs similar to ours in scope and breadth with a great deal of student involvement if planners use imagination–and plenty of intestinal fortitude.

Ski Club activities at the Wisconsin Union center around the Hoofer Club/Union Outdoor Rental Department. All ski trips last year took place *at least* 100 miles away from the Union. Of 14,000 skiing students, some went as far as Taos, New Mexico; Jackson Hole, Wyoming; and Aspen, Colorado. All trips *merely* leave from the Union. But no activity takes place because of the settings of the Union in physical relationship to our natural environment- and ski club, with 1,300 dues-paid members, is nearly the largest club of the five in the outing program.

It seems to me the Outing Club's activities--canoeing, hiking, or camping are similar. We construct white-water fiberglass boats in the workshop but use them hundreds of miles away on rivers far from the campus. In addition, over 200 paddlers were trained on Saturdays all winter in a 20 by 40 foot swimming pool! Surely everyone has access to a swimming pool on campus. Canoe safety programs like this are possible on any campus anywhere. It may be well to mention to expect some resistance from pool maintenance personnel.

So, it isn't necessary to have a ski hill, a lake, or a perfect facility to have a viable program.

Learning something new is the cornerstone of outing activities. At Hoofers, we provide instruction in many kinds of outing skills. All instruction is free. Novices total about 70% of the club memberships each year. After a student pays the initial membership dues, which range from one to ten dollars, depending on the club, he begins his club involvement by passing tests, which probably means taking lessons first. Competition is an integral part of the lesson plan in sailing; in other sports, such as skiing or riding, it is peripheral to the major club thrust. In all of these, increasing skill for all participants is the central purpose.

It would seem our society's enthusiasm for traditional team sports has led us to believe that competitive sport is the *only* valid collegiate activity--and it is wrong. The challenge for the union outing program is to awaken latent interest in a multitude of carry-over sports to be used by individuals from college age on.

We must actively encourage the largest possible percentage of the entire student body to learn and take part in outdoor programming as individuals and to prepare them with basic skills as tools for becoming better adjusted human beings.

Jack Cross, Associate Director
Erb Memorial Union
University of Oregon

Although club sports in union outdoor programs are presently minimal, they appear to be growing and are receiving strong support from students generally and from student government organizations in particular.

Observers of the collegiate scene today have indicated that most students desire to be active and want to be involved. They want to be identified--not necessarily with an institution, but at least with some active, tangible, identifiable group or organization which may be part of the institution.

Some of these students become involved with groups seeking change or, more precisely, that are creating unrest with the status quo. Others gain personal satisfaction from membership in living or honorary organizations and giving strong support to projects sponsored by these organizations. Yet others who, by the way, may also be involved in the above-mentioned pursuits, seek involvement in activities of an athletic nature; but their needs are not met by existing athletic or intramural programs on the campus. Club sports programs help serve the needs of these students.

As institutions and unions differ, so do the existing club sports programs. Club sports themselves and their alliance with college unions are becoming prevalent in the Pacific Northwest and at isolated institutions throughout the country. The aim of this paper is to outline some general comments on this area of student activity and specifically to indicate the short-term growth in this type of program at one institution.

There are few of us who, as educators, would deny the advantages of having some form of organized recreational activity available to student participants. Similarly, there are few who would not encourage students to become involved for at least part of each year in vigorous physical activity.

Likewise, there are indeed few who would not encourage students to organize their own activity and be involved in the process of making major decisions relative to the general welfare and participation of themselves and their colleagues. Finally, as healthy competition is an integral part of the American way of life, it certainly should not be discouraged when sought by our students.

All of these principles can be, and are, fostered by a well developed club sports program.

Club sports, or recreational sports, as they are called at some institutions, are really athletic programs with a different emphasis. The different emphasis comes with the range and degree of student participation and with the lack of pressure to field winning teams.

The following summary indicates the range and degree of student participation:

1. Activity is arranged on a club basis with duly elected officers and internal organization arranged by membership. The range and effectiveness of the program then depends on officers and membership, rather than on the efforts of a paid professional.
2. Membership and participation is open to any regularly enrolled student. Any student can join and participate. The extent of participation depends on individual skill, not on some arbitrarily imposed restriction related to academic or class standing.
3. Whenever possible, there are no joining fees or annual dues. Money, then, does not become a barrier to primary participation.
4. The club decides on the length of the season, the level of competition sought, the number of teams that will be sponsored and the basis for scheduling competition.
5. The club decides the extent of its affiliation with the institution, or any department therein, and the levels of institutional support (financial and/or other) it might seek.

Unions accepting program and administrative sponsorship of club sports usually do not set up the clubs. The initial moves are made by interested students. If the University of Oregon program can be used as an example this method works very satisfactorily and program growth is more than adequate.

Under these circumstances, it is the responsibility of the students interested in initiating a specific activity to gather together other interested students, to research the possibilities of forming a club, to research the possibility of the club's originating or participating in some form of competition and to check the availability of suitable facilities. Administrative support from the Union staff or from the Union's Board is available on request.

If the students, with this minimal support, are able to get the club program moving, they are then able, if they so desire, to apply for official recognition and increased institutional support. This type of beginning tends to force the students to consider carefully all ramifications of a

new club program before jumping in and tends to show the strength of student interest and determination before there is any commitment of official sponsorship and of general student fee funds.

Given any type of supportive climate in which to operate, the chances are that a student-organized club sports program will grow quickly. The geographic location of the institution will have an effect on the scope of the program and on the types of activities possible. At a small or fairly isolated institution, activities may be restricted to intramural competition with perhaps one outside meet scheduled per year. At the larger institutions, or those located in larger communities, an intramural type program can be quickly arranged and the possibility of series of intramural fixtures is very good. Although regional activity is not usually anticipated or encouraged, this, too, can occur more rapidly and perhaps more often than many of us would desire.

Criteria for Club Formation

1. Student interest in activity, and some guarantee of continuity
2. Available facility at convenient times
3. Available competition (intramural, extramural, intercollegiate)
4. Availability of officials, coaches, etc.
5. Available funding, if necessary

The criteria listed above are in fairly firm priority order. It may seem strange that funding is the last one. The experience of most union program personnel who have become involved with club sports to date has been that interested students have been fully prepared personally to contribute toward program costs. In all instances within this writer's knowledge, even in those programs where the teams are regarded as university teams, and the institution receives lengthy and favorable news coverage, the participants still make a major contribution to expenses, while the institution assists with costs of team uniforms and travel.

Coaching, too, is a matter that is left with the club. Often a more knowledgeable and experienced student handles this responsibility or the students find some faculty member or supportive local citizen to help in an honorary capacity.

No doubt the union director can think of many problems that would beset this type of program. Perhaps the following are some:

1. *Organization:* This is best left with the students just so long as those responsible keep the union staff well informed. They will many times surprise you. The thing to be wary of is the "one man show." Most likely this club and its program will fold when the one man gets tired, or discouraged or is graduated.
2. *Funding:* Club sports can, and usually should, be funded in a similar fashion to other union programs. Some financial support is justified in terms of a regular program available to all students. Often this type of activity serves to give graduate students closer ties with the union. If club teams are actually regarded as representing the institution in external competition, financial assistance can often be gained from the athletic department.
3. *Coaching:* This more properly should be called teaching, as often the basic rudiments and fundamentals need the greatest attention. It's surprising how many interested and capable people can be found at the institution or in the community who are very willing to help the students in this.
4. *Facilities:* Other than for highly specialized activity (e.g. riflery) usually an institution already has adequate facilities for club sports. It then becomes a matter of justifying the use of the facility for this purpose and scheduling it at an appropriate time.
5. *Insurance:* Admittedly, there are hazards in some of the sports. Arrangements can be made for participants to carry a special group insurance, or for the institution's general student insurance policy to cover individual participants by payment of a special additional premium, or for all students to be given additional coverage for a small additional premium. The last-mentioned plan is the most satisfactory.
6. *Administrative Involvement:* As the program grows, so can program staff involvement. This occurs mainly in the areas of assisting students and club officers in program coordination, in advising clubs and prospective organizations and in liaison with other institutions.

As we all know, student interest in particular activities ebb and flow, so one can expect changes in the program from year-to-year and the dropping out of some clubs even after they have been accepted for institutional support following a trial period. Disturbing though this might be, it is one of the realities asssociated with our involvement in student activities. Our basic purpose is to assist in serving the *current* needs of students.

Development of Club Sports Program–University of Oregon

The following brief table outlines the growth of club sports programs at the University of Oregon in the Sixties. This program is by no means unique; many institutions in the Pacific Northwest sponsor similar programs which have experienced growth in like manner.

Prior to 1961	Ski Team–supported by membership fees and Ski Quacks Club Rifle Team–supported as independent group, assistance from the Department of Military Science (this assistance has been continued in later years)	
1961-1962	Rifle Rugby Soccer Ski	
1962-1963	Rifle Rugby (2 teams) Soccer (2 teams) Ski (2 teams: men and women) Skuba Diving Club Physical Education service courses in soccer	Aministrative control of Student Union. $3,000 support from Athletic Department continued and increased in later years.
1963-1964	Rifle Rugby–Northwest Intercollegiate Rugby Conference Soccer–Oregon Collegiate Soccer Association Ski Judo Recreation Council established under Student Union Board	

1964-1965	Rifle Rugby Soccer Ski–Nordic Teams added, Oregon Invitational Ski Meet established
1965-1966	Rifle Rugby (3 teams) Physical Education Service Courses initiated Soccer (3 teams) Ski–Oregon Collegiate Ski Conference (7 schools) Judo Ice Hockey Badminton Bowling–team previously under Union Games Department A limited awards system instituted in Judo, Ski, Soccer, Rugby, Rifle, Bowling
1966-1967	Rifle–problem with availability of suitable range Rugby–combined with Oregon State–one month summer tour in Britain–funds raised by clubs and friends Ski–Conference expands to 10 schools Soccer–games with other schools in region Judo Bowling Water Polo Crew Recreation Council successful in request for additional handball and basketball courts, lighted tennis court
1967-1968	Rifle Rugby–expansion of NWIRC–UO, OSU, UW, WWSC, UBC, UVic. Ski–OCSC expands to 15 schools including 2 from Idaho, 2 from Washington and 1 from California Soccer– No. 1 team in Portland League, No. 2 team in Oregon Collegiate League, No. 3 team in Metro League Judo–Physical Education service course initiated Bowling Water Polo Crew–participation in dual meet and collegiate meet Volleyball Lacrosse

Firm inquiries from students re, ice hockey, fencing, and field hockey. Plans to set up Recreation Division because of expanded participation. Suggestion that University intramural sports program be transferred from School of HPER to this division.

The Challenge

Club sports are growing programs in our institutions. Their anticipated and natural source of support and encouragement is the college union. Union administrative support can assist interested students in the formation of clubs, the development of programs and the provision of needed facilities and funds.

THE ARTIST-IN-RESIDENCE—A PROGRAM POSSIBILITY

Fridtjof Schroder, Assistant Professor
Department of Art
City College of New York

"For I speak of nothing else but the real man, of you and of me, of our life and of our world, not of an I, or a state of being, in itself alone. The real boundary for the actual man cuts right across the world of ideas as well.

"To be sure many a man who is satisfied with the experience and use of the world of things has raised over or about himself a structure of ideas, in which he finds refuge and repose from the oncome of nothingness. On the threshold he lays aside his inauspicious everyday dress, wraps himself in pure linen, and regales himself with the spectacle of primal being; but his life has no part in it. To proclaim his ways may fill him with well-being.

"But the mankind of mere *it* that is imagined, postulated, and propagated by such a man has nothing in common with a living mankind where *Thou* may truly be spoken. The noblest fiction is a fetish, the loftiest fictitious sentiment is depraved. Ideas are no more enthroned above our heads than resident in them; they wander among us and accost us. The man who leaves the primary word unspoken is to be pitied; but the man who addresses instead these ideas with an abstraction or a password, as if it were their name, is contemptible."

from *I AND THOU* by Martin Buber,
Charles Scribner, New York, 1958, pp. 13-14.

There is every reason to encourage the suggestion that the college unions of our colleges and universities consider the serious development of programs in the creative arts centered in the concept of an artist-in-residency. We are living in a time peculiarly suited to the inception of such a program, unique in the nature of the student and in the position that the artist has declared for himself in his relationship to society.

The declaration of today's student that he has committed himself as the possessor of all the rights of a citizen's educational contract without having surrendered his individual rights to his college's administration and professors, has, of course, presented a formidable problem to the educator–a problem before which the frail of heart might truly falter.

In the meantime, the student exists, individually and personally, in a condition of change. He is conditioned to this "mobility of change" and he cannot comprehend the nature of the so-called "eternal verities." Unusual patience and understanding is therefore demanded of his mentor, who must understand the young ego he confronts and use techniques in teaching rarely before practiced. Max Caulfield, the Irish author, has rightly pointed out that:

> "Young people, more concerned than ever, have cut themselves off from the wisdom of the ages, detaching themselves in a new way from the values that have been laboriously built up. Not only have the cobwebs been swept away; all the furniture has been smashed to smithereens."

He goes on to say: "there are Red Guards everywhere."

The suggestion might be made that it would be disastrous to fight unrelentingly intuitive insights of the young. Instead, the teacher must be unusually sympathetic in facing the raw, highly individualistic, nonconformist student and find avenues of communication lest his classroom be, if only figuratively, an empty one. There is need for compassion, for every real dedication, that can exist as a dignified and moral background to sound principles and living, creative ideas.

Only when the respect of the student has been gained will the teacher succeed in his task. That student, rightly or not, expects to be treated as a young adult–with all that implies–and not as an ungainly child. This student of today instinctively knows his age and responds to the conditions of change in a most natural way. For this reason he tends to be impatient with concepts accepted in the earlier part of this century. He must be given intelligent reasons for delving into the intellectual and aesthetic views, techniques and practices of the past. The student tends to see the past as being irrelevant to his present day needs. But in all probability he needs to know that past even better than previous generations.

Our colleges and universities are taking prodigious steps to change their educational philosophies in the face of the revolutionary changes that our society is undergoing. Innovations certainly have been uppermost in the minds of dedicated professional educators to avoid the huge, anonymous sprawling complex that makes up so many of the giant universities of today. An important step has already been made through inter-disciplinary programs that aid in creating a continuous progression of dialogues among interdependent disciplines. At the very least it does give to the student a sense of relevancy in his day-to-day performance and to the spirit of inquiry that demands some significant answers.

Through the good offices of a discerning union staff the student should have the opportunity to seek out sympathetic elders attuned to the conditions that create turmoil within his heart. Here is a significant opportunity to alleviate the anonymity from which the educative process suffers. There is then the pertinent question of the artist. Can he really make a contribution?

There has been a revolutionary change in the nature of the artist that needs to be recognized. For a considerable length of time, back to the Renaissance, the artist did, unfortunately, attempt to play a role unsuited to him; one in which he accepted the analytic, objective role of such disciplines as science, attempting to reconstruct the creative process by intellectualization and formula. Today, instead, he accepts the fact that his work cannot exist exterior to himself. He can no longer see his art as an object apart from himself; it must not reflect by conscious decision the collective values and fancies of corporate society and its conventional postures; this art must be cut from a different cloth.

In truth he now can fulfill a symbolic role; for he ennunciates a necessary view of life to which the student instinctively responds. To remain the poet, the emotionally sensitive, creative artist (a condition of all creativity whether in art or in science), he must accept vulnerability, an innocent condition of sensibility, intuitively apprehending the realities of the most intimate truths. In a curious way he plays the role of eternal youth that sees none of the limitations of accepted institutionalized knowledge. His creative utterances come out of a compulsive yearning for the fullness of the whole of life. The creative act cannot be consummated by that abstracting process that critically examines by a process of dismemberment, studying the details and particulars of life and its realities. Because of his rejection of a certain basic aspect of academic techniques, the artist is in part alien to those conditions, at least some of them, in the educative process that the student must face.

The artist must search for himself as he insists that he cannot reproduce the truths of collective society and its conventional wisdom. This process of creativity can have no disinterested critics sitting in judgement (though here there must be no mistake that the critic is unnecessary for the "public face" that art usually attains); and it cannot be conditioned through public acceptance or rejection on the terms of the artist's personal statement. Yet when the artist falls short here he is severely judged–by himself; for his art is an extension of himself, coming from the whole of his being–and such a judgement is pitiless.

But now, how does this presuppose a meaningful relationship between the artist and the student who confronts him? There is a plausible answer: that in the present situation, one in which the student's deeply felt need for identification is of paramount significance, the student desires a reduction in what he feels are the painful conditions of his alienation. This is exactly where the artist feels his place in a sympathetic relationship; for he is one who has made the very essence of his concern an overwhelming insistence to find oneness, that totality of the spirit in which he seeks to make his truth complete.

There is, of course, often an intervening suspicion at this point on the part of those observing this encounter between the student and the artist that it is artificially stimulated by the fashions of thought which so unhappily permeate the college campus life. Could this be more of the permissiveness, that opening of the gates of academic life to a form of immature self-indulgence, of which there is already too much evidence? There is always suspicion that there are professors who encourage the revolt of the young to compensate for their own, less openly expressed, frustrations. Can this suggested program rise above that?

Let us consider the thought that the youth of today mutely recognizes a detachment from history (more so than their elders because they have never known anything else) and from tradition as a condition of life. (This seems to be the basis of the nihilism of the "new left" that destroys too often the fabric of the intellectual community but sees nothing by which it can be replaced.) They do seem to see themselves in an intuitive, unspoken way as having been caught on a high conceptual plateau representing their present technological age, looking down upon a flat plain stretching some 5,000 or more years into the past to that time so unthoughtfully called the "dawn of civilization." All through that past time there was a certain rhythm in the heights and the valleys of the condition of existence. Man's works, his architecture, his mode of living, his technology and his processes of communication remained relatively the same before our present day. Now this age of ours is cast in a strangely new form. This new condition of man's existence, forged by science and technology, is still in its inception and our youth exists as a first generation in a total revolution that remains still beyond comprehension, constantly faced by new conditions of experience never before faced.

The youth, our students of today, are in a state of continuing psychological adjustment to this continuing process of change. In this new condition of existence the truly creative individual is measured by his capacity to evolve: to reject, one by one, that series of quickly passing periods that drop like an underlay of skins in the continuing process that might be best described as metamorphosis. History reveals other periods of change, but none like that of this present day. It is understandable that an older generation basically alien to this condition, has a more difficult problem of adjustment (something not easily appreciated by the young).

What then of the young who feel betrayed by the lack of parental wisdom and guidance to lead them along the precarious paths to maturity? When the only guidance seems to lie in the intuitions of the mind and heart, the student can all too easily see little value in the "eternal verities."

The symbolic structure within which the student finds a tenable existence for himself must encompass a world that is in a significant way of his own making. He will then find here those "eternal verities" that are fundamental in the whole history of the human quest. He should not be alarmed at the prospect before him when he is reminded by Ernst Casirer:

> ". . .No longer can man confront reality immediately; he cannot see it, as it were, face to face. Physical reality seems to recede in proportion as man's symbolic activity advances. Instead of dealing with the things themselves man is in a sense

constantly conversing with himself. He has so enveloped himself in linguistic forms, in artistic images, in mythical symbols or religious rites that he cannot see anything by the theoretical as in the practical sphere. Even here man does not live in a world of hard facts, or according to his immediate needs and fears, in illusions and disillusions, in his fantasies and his dreams. 'What disturbs and alarms man,' said Epictetus, 'are not the things, but his opinions and fancies about the things.' "

We have—allow this to be repeated—spoken here of what is more than the artist as he is usually identified; in the universal sense he is the creative man no matter what the discipline. However, it is to the artist as painter, sculptor, or designer that we direct our thoughts as we consider the idea of an artist-in-residency. He has not always been welcome in the select circles of academic life—he works with his hands and that has historically placed a stigma upon him. There is no proper answer as to how to judge him in the sense of the academic degree, whether it be an M.A. or a Ph.D. For many a scholar the artist is an interloper who should not have professional credentials. However, acceptance is his today. If this is doubted, we have but to look to our major universities and see that the newest—and often the most costly—structures house the professional schools of the arts.

How then do you recognize the man you want to mingle with your students, associating with them in a manner quite out of the question in most orthodox classroom situations. Who is going to give the authoritative pronouncement that this man or woman is the proper one. Obviously this calls for an unusual sensibility, even for the chairman of the art department, let alone the college union in such a search. Obviously you avoid the practitioners of fashions in art; those who abruptly cast aside years of labor in the pursuit of notoriety by choosing among new styles in art for a new manner of their own as one might select a suit of clothing. In truth one must seek the man who speaks his truth and who, in the pursuit of this, has evolved and grown, any sudden changes having come involuntarily. This man knows humility and modesty; he is driven by that inner passion that cannot rest until he has searched a little farther. You will know your own search for this man was not in vain when you find students coming to his door, slowly at first and then in increasing numbers. The university will be richer for the effort.

Finally, how would this artist-in-residency function?

There is first the studio environment—for surely this artist I have here described cannot exist without the continuing practice of his art. This takes space—that is if you wish this artist to be truly productive—and it must be equipped as a truly professional studio. Which means that no ordinary room, no matter how large, will work.

This cannot be all. The artist must be able to exhibit quite frequently in the union gallery and, for that matter, with the artists of the art department faculty and the community. This whole undertaking should function in as close proximity to the art department as possible, if not physically at least in spirit, and should be seen as a cooperative venture. With this in mind, there should be a place where he can join with other faculty in congenial assembly; seeking further testimony to the positive aspects of the creative life. This should, in turn, create an atmosphere attractive to the students, giving them an opportunity to draw themselves out of the usual impersonal atmosphere of the typical classroom. The chance meeting, the impromptu encounter, could be better than the announced hours of scheduled gatherings, and this is, of course, a description of the union.

It is true that the artist will have to be patient and forebearing, willing to permit some havoc to the hours required for periods of undisturbed work. He may even have to be willing to paint before a number of curious well-meaning interlopers wishing to pry into the more private hours of his creative work. Not all artists would be willing to put up with that.

I don't believe that an art department made up of men of equal stature and teaching with professional skill, would at all mind if there were space at the union for students of serious concern to work, not as much to be taught in the orthodox fashion, as to receive an impromptu criticism or a word of advice. But do not, I beg you, let this program degenerate to classes for the hobbiest; nothing could destroy the program more quickly. The hobby classes are fine projects for the union, but they belong elsewhere in the building.

To be successful the activities of the artist-in-residence should not be forced into any constant schedule. His role should be as far removed as possible from the daily burden of programmed action. In fact, what could be better if a large university union could have a number of men representing the various arts, each in his own studio, workshop or study. An anticipatory gleam comes in one's eye as one projects a dramatically new situation for learning that transcends any pass/fail experiments of progressive laboratories of learning.

Paul Durrett, Director
University Union
Florida State University

What is the purpose of an Artist-in-Residence in a college union? How can such a program be sold to the campus community? How can an Artist-in-Residence be financed? Many colleges and universities would have difficulties in sponsoring a true Artist-in Residence. Dr. Adolph Karl, Head of the Department of Art at Florida State University, estimated a cost between $15,000 and $25,000 for a union to hire one of the top fifty successful artists in the nation for a nine-month period. If a union had $25,000 for such a program, the next problem would be to determine which artists are among the top fifty. A lesser artist may be desirable and more appropriate for budget and for other reasons.

There are several factors to be considered in planning a program with an Artist-in-Residence. Some of these factors follow:

1. A written contract or agreement of terms should be signed by both the college union representative and the artist.
2. Generally, an Artist-in-Residence would not be expected to teach any regular classes for academic credit. However, the artist may agree to be a guest lecturer to several academic art classes.
3. The artist may agree to have one or more "one-man shows" or exhibits during his tenure. If so agreed, the dates of the exhibits and amount of space to be filled with the artist's works should be spelled out in the contract or agreement.
4. As part of the agreement the artist may contribute one of his works to the college union's art collection. This should also be spelled out in the contract, perhaps with the name and description of the work and its location in the union.
5. Many artists will not work in front of an audience. If the union considers this part of the program, such an agreement should be reached with the artist and appear in the written contract.
6. The duties, schedules and timing of program must be established. The Artist-in-Residence may be willing to schedule specific times to criticize art work done by various members of the campus community. He may be willing to schedule times in which he would lecture or answer questions about his own techniques or works. If the union desires to program a reception for the opening of the Artist-in-residence exhibit with the artist as guest of honor the contract should include this.

7. For the protection of the union and the college or university, an investigation into the personality and character of the artists being considered should be made. This may prevent serious embarrassment or innovations.
8. Under normal situations such a program should be planned in cooperation with the Art Department. Perhaps the Art Department will share the expenses of such a program. Cooperation with the Art Department may help in supporting the program and in making it a success.

One of the top fifty artists—whoever they are—or a lessor artist may be retained for a shorter period of time. For a two- to four-week program one of the top fifty artists in the nation may be obtained for a fee of $2,500 to $5,000. The same arrangements previously listed would apply.

Most unions are a long way from being able to program on this level. But college unions which cannot afford any of the top fifty artists can produce similar, less ambitious programs and point toward future growth. Most unions do not program good art exhibits. Many do not have adequate gallery facilities. Some have not started an art collection. To many the Artist-in-Residence is a program to be considered by only the well-established and well-financed college unions. Yet, there are sensible approaches for college unions to take to get more art into their union. The Artist-in-Residence does not have to be one of the top fifty artists. It could be an alumnus who has become a successful artist or a friend of a faculty member or student who may be willing to return to the campus periodically throughout the year or for one specified week with transportation and room and board the only expense. From such a beginning higher goals may be reached. There is even the possibility that on a regional level—similar to block-booking name entertainment—an artist of some renown may be scheduled on different campuses for different dates as an Artist-in-Residence for a day or for a week.

I believe that art is important enough to our college unions that each college union should have at least one person on its staff with training in art. There are many activities, functions, programs, and services that each college union sponsors which are directly or indirectly related to art or which need the advice, talent, and experience of artists. The following are just a few areas where an artist could be of service: advising in selection and hanging of art exhibits; supervision of an Arts and Crafts Center; working with an Interior Designer or actual selection of color schemes and furnishings; designing posters and brochures; designing sets or backdrops for various programs; decorating for special holidays or occasions; arranging displays in showcases; drawing workshop drawings for fixtures to be custom designed and constructed; designing displays for special occasions, events, or conferences; designing covers for printed materials, handbooks and manuals. Perhaps with such assistance the programming of Artists-in-Residence will come about more easily and readily and art will assume its rightful and important place within the college union.

PROGRAM DEVELOPMENT—A CURRENT LOOK AT NEW TRENDS

Jane Shipton, Assistant Director
Gould Student Center
New York University

We have been examining the "questioning student"—that student who was described by *Look* Magazine in its recent article *Campus Mood, Spring '68* as "stalked by the draft, locked in combat with the administration, and unable to talk to his parents." I'd like to try to paint a picture of the kinds of programs our questioning students are generating on their campuses and comment on what these programs tell us about our students.

The topic, *Program Development—A Current Look at New Trends* prompted some crystal-ball gazing. Like our questioning students, I began to question myself and realized my ball might be a bit foggy because of my location in New York City. So I cast away my crystal ball, and with the permission of the Committee on Research, selected a random sample of about 300 unions from the ACU directory and mailed out a questionnaire that posed two questions:

1. Describe one outstanding new program you have presented in the past year which seems to warrant further development.
2. As you see it, what are the indications of further program growth or development stemming from the program described in point one.

Slightly over a hundred questionnaires were returned. Several trends emerged quite clearly.

I had considered dividing the answers between large and small colleges, urban or non-urban colleges. But when the data was in and tabulated, I found that size or location was immaterial; all were presenting the same kinds of programs. There might be differences in the time the programs were scheduled—the commuting colleges might emphasize daytime programming—but the content was the same.

What trends emerged? Very clearly the Symposium which examines one question in depth over a period of time (from one day to two weeks), presents different points of view, and allows time for questions and discussion is the most important programming phenomenon today. It is followed closely by the Coffee House in its many forms. Programs in the visual arts ran third. Programs of community involvement and leadership training tied for fourth place. The rest was a mixed bag but many were very imaginative and worthy of being passed on.

Let's take a look at some of the Symposia reported. The subject most frequently chosen was drugs, which indicates the nation-wide concern of students, faculty, and administration with a comparatively new phenomenon on our campuses. The programs ran from one to four days. Some occurred every two weeks throughout the year. The medical, pharmacological, legal, social, moral, philosophical and psychological aspects of the problem were examined. All included opportunities for questions and discussions.

Because the evolution of the drug education program (now in its second year) on our campus has taken such an unanticipated turn, I would like to share the N.Y.U. experience. Our committee was composed of students—hippies and straights—and faculty members representing psychology, sociology, philosophy, government and mechanical engineering.

We began with all the experts who could give us the facts. Indeed, in the beginning, we bent over backwards to stick to the facts and not to moralize lest we turn off that portion of our audience we most wanted to reach. We soon learned that most of our students were much better informed factually than we anticipated. What we didn't grasp immediately (and even the hippies didn't help us here) was that students wanted more than facts. They wanted to be able to talk and question and try to find answers to their own involvement or their desire to become involved with drugs. Since presenting the best factual material available did not seem to be as necessary as we thought, we began to invite concerned faculty members in pairs to present their personal views on drug use. Many took very strong stands against the use of drugs but the audience did not diminish. Our most involved users never missed a meeting. We were pleased they felt free to ventilate their concerns and anxieties. Gradually, the emphasis of the sessions shifted—drugs were only a symptom of underlying problems and value questions. There were quite passionate discussions about religion from an audience that wouldn't go near the door of our interfaith center. There was genuine seeking for answers to life's most basic questions "Who am I?", "Where am I going?", "What has meaning for me?", "How can I become more sensitive, aware and loving?", "How can I avoid the hyprocrisy of my parent's generation?"

The implications of this experience set me to questioning. Have we listened sensitively enough to our students? Have we missed or passed over their passionate questioning about the feeling part of their lives? Or have we heard it and retreated behind the facade of our professional roles? Could we do more than we do to make the union the place where more questioning and listening can take place? *Not* group therapy but good conversation among the students and the faculty and the administration about the fundamental concerns of life. Can the Drug Scene be a blessing in disguise? Can it force the adults on the campus into a deeper consideration of the student as an emotional as well as an intellectual being?

The second most popular topic for exploration in depth was the broad field of the arts . . . the arts festival . . . perhaps the grand-daddy of the whole concept of Symposia programming. Many of these presentations are lavish and offer the most outstanding musical and artistic talent in the country. Others depend on student contributions in music, dance, drama, painting, sculpture, ceramics and graphics. A comparatively newcomer to the arts festival in some cases is the student-made film. The University of Iowa's program called "Re-Focus" is the second largest photographic and cinematographic show in the United States.

I don't think it is by chance that the art festival ranks high in popularity with our students. The response to the arts is immediate and sentient. Analysis of the symphonic form or knowledge of the intricacies and rules of classic dance are not needed to aesthetic response. The arts offer solace, comfort, recreation and release from the ever-present pressure of the classroom to sharpen the intellectual and abstracting reasoning.

So much for the topics that stand out. Now let us take a look at some of the imaginative, one-of-a-kind developments in Symposia: *Love: Instrumental Behavior*–a two-week symposium at East Texas University– combined such provocative commercial films as *Nobody Waved Goodby, The Sandpiper* and the *L-Shaped Room* with educational films on family planning and courtship and marriage. Also included were book reviews of Erich Fromm's *The Art of Loving* and Martin Buber's *I and Thou.* Lectures on the social and personal aspects of courtship and marriage, and the birth process were presented. All events included discussions led by appropriate faculty.

The Medieval Mind, a week long symposium presented at Trinty College, included performances of medieval drama by their players, medieval music by their orchestra and choir, exhibits of medieval church architecture and paintings, as well as Robert Rauchenberg's illustrations for Dante's *Divine Comedy.* Lectures by faculty and guests covered *The Mystery of the Grail, The Medieval Illuminated Manuscript, Self-Inflicted Punishment in the Middle Ages* and readings from the *Canterbury Tales.*

Perhaps one of the most elaborate programs was Valparaiso University's titled *Man in Revolution.* Students were urged to prepare for the *Week of Challenge* by the distribution of a bibliography of five paperback books relevant to the areas being discussed. Professors were given bibliography of visiting speakers and were encouraged to make use of the *Week of Challenge* in their classrooms where appropriate. Guest speakers for the Symposium were sometimes available to appear in classrooms. Topics included *The Social Consequences of Man in Revolution, Political and Economic Revolution, Man in Search of Meaning–the Religious-Ethical Revolution, and The University Revolution.* Guest speakers included Herbert Aptheker, R. Buckminister Fuller, Martin Marty and Floyd McKissisk.

Southern Oregon College projects a three-day symposium on warfare covering such topics as *The Biological Basis of Aggression, War as a Cultural Characteristic, Origins of Warfare, The Music of War and Peace, Termination of Warfare–Its Possibilities, Probability, Techniques.*

Other topics at other colleges will give you further indications of the scope of Symposia; *Issues Week, Mass Communications: The Fifth Dimension, Students Rights and Responsibilities, Political Emphasis Week* and so on–the possibilities are endless.

The popularity of the Symposium would seem to indicate that smorgasbord programming is out and continuity is in; that passive acceptance of the pearls of wisdom presented by authority is out and active questioning, argument and discussion is in. The in-depth exploration of a topic calls for expertise above and beyond what the union staff can provide and faculty are responding with enthusiasm to an opportunity to work with students in their own specific area of interest, on a limited time basis . . . a most important factor. Most faculty are reluctant to take on advisory positions which have no end. But many can be persuaded to accept responsibility in a specific area of their interest. The same is no less true of students who shy away from a long-term commitment but will work with great energy on a limited time basis on a subject they feel is important. The lure of a close working relationship with faculty who share common interests is not to be underestimated in recruiting new blood from the student body–an ingredient so necessary to give new zest to programs.

Just as the Symposium forces the union to reach out into the campus community for new resources and participants, so the Coffee House success has helped us recognize the benefits of cooperation with other colleges in our area, state or region.

About half of those reporting the Coffee House as their most outstanding innovation of the year participated in the Sennett-Weintraub regional Coffee House circuits. Those not so participating utilize campus talent and operate in some location in the union–often a food service area–for specified hours each week. All seem to involve special decorative effects to create an intimate atmosphere. Some have exotic names–such as Cafe Purgatory. In short, the Coffee House offers a place to gather informally, in a cozy setting, with intermittent diversion from conversation.

More elaborate extensions of the coffee house theme are temporary night club set-ups such as the Column Club at Southwestern Missouri State which features dinner, dancing and floor show with reservations for couples only and two dinners and two shows presented each evening; or Indiana University's Broadway Dinner series with the drama department presenting the theatrical offering in-the-round after dinner.

I found it particularly interesting that some kind of program in the visual arts ranked number three as a new program and one worth continuing. The fact that a number of unions are just beginning to sponsor exhibits and activities related to them, no doubt, is the reason they were mentioned. Among the programs described I particularly like three: one called the *Modest Collector*–loans of works of art owned by faculty members; one called the *Meager Collector*–works owned by students; and one called *Poor Man's Show,* which was actually a display and sale of original works of art owned by students who had tired of them and wanted to sell them.

I think we all may be forgiven a bit of the green-eyed monster in contemplating the University of Miami's ability to commission two murals to be painted on the interior walls of their building. The union director comments on the major strengths of this program as being "the interaction of the artist with students during the actual painting, and the work and the thought involved on the part of the students in developing the project." So enthusiastic has the response been that the union's program council is currently planning the commissioning of yet another mural for another location in the building.

Volunteer service in the community, particularly on behalf of disadvantaged children, has now become part of the program scene. However, any live and vital program does not stand still but takes on new forms and develops in many directions. So successful have the students been in their volunteer efforts that the academic community is beginning to recognize their educational value. In more than a few instances the programs are being adopted by various departments in the colleges and combined with classroom instruction so the volunteers may receive credit. For example, the school of education may organize a special methods course for the tutors or the sociology department may offer courses in methodology for those involved in collecting data on the needs of a particular community.

This experience should serve to remind us of the really tremendous educational force the union and the students working in the union can bring to bear on the academic community. The volunteer community action program being adopted by the classroom is not the first time that the union has started something that has made a contribution to the curriculum of the college.

Tied for fourth place was the development of Leadership Training Programs. Although local situations provided variations, there was an astonishing similarity in that they involved students, faculty and staff; they were most often held away from the campus in a retreat atmosphere, and all embodied some or many techniques that have grown out of the work of the National Training Laboratories in Bethel. Another interesting note on the pupularity of Leadership Training is that almost half of the regional conferences reported including sessions on sensitivity training and the dynamics of group organizations on their agendas.

If there is any single implication for union staff people to be drawn from this birds-eye-view of the kinds of programs our questioning students are generating, it would seem to me to be an evermore sensitive tuning of our antennae toward the students, toward the faculty and toward the community outside our gate, so that we may help our students build stronger bridges of cooperation in order to enrich the union programs.

Richard R. Joaquim
University Program Director
Boston University

One of the most obvious and serious problems facing people who plan union programs is the ever-increasing cost of production. Whether sponsored by the staff, faculty, or the entire university, the cost involved in their presentation has increased enormously over the last few years. Many acts seem to be pricing themselves out of business. Many university campuses cannot accept particular talent because they lack adequate facilities to accommodate the crowd necessary to pay expenses. As a result, money becomes the most pressing consideration to program people; decisions are made according to financial exigencies, rather than the needs, expectations and experiences of the students. This paper is devoted to the significance of corporate giving and the arts.

Corporate support is quite unlike foundation support. When seeking such support for projects complications with campus development organizations are often encountered. The search for a $500 brochure from a local business may conflict with the development office's effort towards a $5,000 or a $5,000,000 gift for a building or a project. This kind of clash is not as likely in the corporate establishment. A careful check with the local development and alumni organizations should avoid most of the larger problems.

Corporate funds can often be helpful, rewarding and fruitful in programming for the arts. According to a 1962 survey of 465 companies of the National Industrial Conference Board, corporate funds allotted to civic, university and cultural activities were 5.3 cents of each contribution dollar. This was an increase from an average of 3 cents in 1959. The Rockefeller Foundation in one report revealed that 55 of 100 corporations surveyed had contributed something to the arts and humanities. Most important, all of this is increasing annually.

There are, of course, some great leaders in this field: such people as Frank Stanton, President of the Columbia Broadcasting System, and William Pauley, its Chairman, have identified the activities of their business with the arts for many years. The Mead Container Corporation has accomplished much. In a paper printed in *The Arts Councils of America,* and later in a book entitled *The Arts: The Central Element of a Book Society,* Dr. Stanton says that "the arts are important in business. They are important primarily because they are increasingly prominent in practically every area of American life. This trend is a very obvious fact of our time. No business can survive very long if it ignores the major new directions taken by the society of which it is a part. The increased gravitation by Americans to the arts is clearly reflected in the unprecedented rise of attendance at museums, concerts, exhibitions, the sale of works of art, serious music recordings, the books about art and music and the number and variety of performances of repertory theaters and dance."

Once the plan for a particular program is developed the consideration of involving a local establishment or a corporate business financially in the project follows. This may only be a request of a company for the use of its trucks to transport some art or a local motel or hotel may be asked to house a visiting artist or the local Chamber of Commerce may be solicited for brochures.

Corporate establishments appreciate the benenficial effects from the program on employee morale. Subtle and direct exposure to the arts, moreover, elevate the standards of a company, its appearance, and even its behavior. And the added spirit and character provided by any of the arts heighten all human activity.

Some of the tangible benefits of a business-arts-university relationship follow:

1. Improves the image of the company for its public service to the community through support of the arts.
2. Helps eliminate the "facelessness" of most companies by providing more human personality through its cultural endeavors.
3. Builds greater acceptance in the market place for a company and its products by making the company more attractive and visible than its competitors.
4. Counters the negative aspects of "sameness of products" in contents, performance, design and quality by supplying a distinctive and appealing element to the company–which carries over to the product brand.
5. Helps attract higher caliber personnel, particularly on the executive level, by the peripheral qualities of the business' association with the arts.
6. Improves morale and therefore assists in raising productivity.
7. Helps raise the level and taste for quality and better designed products.
8. Helps upgrade the cultural explosion which in itself helps motivate the market, estimated to exceed $7 billion by 1970.
9. Promotes a healthier and more dynamic environment which is the best assurance for business growth and prosperity.
10. Provides an arts orientation and appreciation on the part of management and various staff and operating levels which tends to upgrade all corporate activities.

We contacted one of the major rug dealers in the city of Boston and indicated our interest in an exhibit of oriental rugs and had received tentative agreement that they would participate. Following the initial request, we developed an exciting oriental rug display that was viewed by more than 12,000 people from Boston University and the Greater Boston community. We had informative gallery talks that were very well attended and held coffee hours in the gallery. The exhibit was insured for approximately $150,000. The entire project was funded by the Avigdor Rug Company of Boston. Twenty thousand brochures were printed for the exhibit. Boston University is publishing, in cooperation with the Avigdors, a major text on oriental rugs. The book, completely funded by the company, is being printed by Renaissance Editions. It will be a relatively comprehensive text on the art and history of oriental rugs, as well as an up-to-date and very broad picture of the current stature of oriental rugs in the United States.

Two years ago we ran a successful bridal fair involving the elements of a wedding, and a special program drew an attendance of about 6,000 people. Its success resulted partly from business involvement of local and national establishments. One of the largest participants was Shreve, Crump and Low.

Shreve's is Boston's Tiffany's, and is probably the most exclusive silver, china, jewelry and crystal shop in the East, outside of New York City. When hearing of a new idea of ours, Mr. Shreve set up another meeting in which we talked with the individual members of his store. Out of it all has come a series of exhibitions which under the aegis of the Committee of the Arts, is expected to circulate throughout the Association of College Unions. The exhibitions will include a series of art panels that will have descriptive texts and pictures of some of the elements of "good taste." We are also publishing a resulting book on etiquette in the spring. This is only one very exciting dimension to this whole area of obtaining corporate support for projects.

THE GAME OF LEADERSHIP: SOME TECHNIQUES AND METHODS-GAMES

Peggy J. Will, Program Coordinator
University Center
University of North Dakota

In the past several years, there has been a growing emphasis on communication. An evidence of this is the growth of sensitivity training and t-grouping. People do want to have more meaningful relationships with one another.

Student activities offer many students such relationships through small group involvement. Reasons in the union field are in a strategic position to work with students toward more understanding of the group process.

Institutions such as the National Training Laboratory have been carrying on research on the theory of group development. There seem to be two ways of applying this theory; (l) through intensive t-groups and (2) through leadership workshops in which techniques are used to facilitate interaction and discussion.

I would like to focus on the leadership workshops as a function of the college union student activities program. When leadership, membership, and other traditional concepts are discussed by students, there seems to be confusion as to where the power lies, where it should lie, and the functions of a group. Is the most important function that of "getting the job done", quickly? What, if any, amount of time should be alloted for the group? Further, the students ask, what is leadership?

The National Training Laboratory has many helpful theory-oriented publications. But students are task oriented when it comes to finding out how to make a group work. They would rather be involved in the process than read about it. The leadership workshop is an exciting way to analyze and involve them. It makes a game of leadership.

This game, through the use of Agree-Disagree statements, Listening exercises, the Hollow Square, Role-Playing and other techniques, becomes not only fun but also a safe place for people to find out how they participate in a group. The techniques are facilitative because they set up real situations in a supportive atmosphere. The students participate in the workshop for the purpose of learning by doing.

By doing, I mean that the student is able to look at a group and help to evaluate not only his behavior but the group's behavior. What are his feelings towards the other members? Toward the group task? Toward the structure of the group? He is able to ask how the group might function better.

According to the National Training Laboratory, a group functions on two levels–maintenance and task. Both are equally important to a successfully working group. Often, though, the maintenance level is forgotten as a group hurries to fulfill its task.

Another area that should be focused upon is that of the individual and his needs in the group, as opposed to the group's needs. What roles are played in a group? Why? How does the group fulfill its needs?

The final area that I would like to suggest for discussion is often the most confused area–the leadership concept. What is a leader? What makes a leader? This position is often perceived as one of authority not to be questioned. The position can exert a tremendous influence on the group, often with devastating effects. A new approach to the leader concept is that of 'shared leadership' in which the leader is perceived as a role rather than a person, a rold that can be played by different members at different times. It is a much more satisfying concept and one which also brings satisfaction to a group.

I would like to focus again on the technique used to bring out the best concepts. Agree-Disagree statements are useful for facilitating discussion on the statements or as a task situation in which the group process can later be evaluated. When participating in the Hollow Square exercise, behavior can almost be predicted because the operating team, planning team combination is so often observed in student activities with committees under committees or governing boards. The Listening exercise is short, but it facilitates a great amount of feedback to the participants. How often does a person find out that he doesn't listen? Furthermore, how often does he realize that what he hears may not be at all what the other person said?

There are many more techniques that can be used in groups. The book, *Learning to Work in Groups,* by Matthew B. Miles, contains a list of techniques most of which can be applied to a workshop situation. Also, the National Training Laboratory has several publications and books concerning techniques.

Neale L. Roth, Director
Kirby Student Center
University of Minnesota

I. An opportunity for students and faculty to talk to one another about questions relating to meaningful experiences of their society; and to learn, through problem solving, techniques for decision-making.

II. Why use games as a teaching technique?

- A. Games spur motivation.
  - l. Competitive aspect is key factor.
- B. Knowledge is gained through commitment and activity as well as study
- C. Games provide an opportunity to "test out" ideas.
- D. It is believed that decision-making occurs in a context of conflict.
- E. Games provide an opportunity to develop leadership without the barriers that so often block communication at development stages.

III. The union and its staff are well fitted for conducting games and designing leadership programs where these techniques can be the educational experience greatly needed by students.

A. Professional staff trained in group dynamics who have time and energy to work with the students.

B. Facilities conducive to small group discussion.

C. Contact with many self-appointed, elected or chosen leaders who seek guidance and training for better implementation of their responsibilities.

IV. "It's not whether you win or lose that counts ...."

A. Select a remote spot, preferably away from the campus, and a group of interested students.
1. The environment should be one with minimum distractions.

B. Select case studies of problems that various committees and organizations on your campus confront and make decisions about.

C. Establish the rules of the game in order that each participant has full understanding.
1. Establish the roles of each individual, clarifying the importance for each person to assume the role designated.

D. Set up a given time period for play, with ample time to evaluate the action of the group, pressures, responsibilities, obligations, etc., affecting the decision-making process of the group.

V. There are a few pitfalls.

A. Some students will be more concerned about winning and be misled from the real objectives of learning.

B. If the game is not devised well a student in the course of playing will pick up techniques that enable him to master the game or beat the system.

VI. Games, as are any decision-making, problem-solving, learning techniques, are only as good as the leadership. In the wrong hands they tend to be gimicky and of little educational value.

VII. Games should be used to supplement other inter-relational programs dedicated to increasing social intercourse.

Several Games are sampled in the appendix. These are reprinted through the courtesy of University of Minnesota, YMCA and YWCA.

APPENDIX

The "OUT" Crowd
Game No. I - Our Role Here
"The Kingmakers Game"

I

A. Roles: Each member shall design their own role and introduce themselves to the group. Each person should remember that they are a part of the "out" crowd and design their role accordingly. Put on role tags.

B. Game: "Finding an Image" You are a group of students who do not have a hero; different drummers hit you different ways - some of you are idealistic, others are pessimistic, others rather ambivalent, many of you assume roles that others push upon you. You've come together to explore exactly what your role is on campus and how all the loose-ends can be tied together to become a more effective force.

C. How to Play: You play this game by trying to find an issue that will be big enough to rally all the forces around. This is done by discussing Daily articles and trying to come to *the big issue* that is important to all the members of the group. Once the issue is found, then it is the job of the group to discuss the role of this student group in tackling it. The game ends when this strategy is agreed to by the the majority of the group.

D. Time: Begin game at 7:00 p.m.

End game at 8:45 p.m.

Complete the un-roled part by 9:00 p.m.

II

E. Un-roled: Remove role tags. Analyze two things:

1. How did the group decide the issue?

2. What values did the group express in building their strategy? List the type of role(s) this student group felt it should play on campus. Hand in to conference coordinator.

Game No. 2 - Student Power
"We Want In"

A. Roles: Assume same roles. Put on role tags.

B. Game: Your task in this game is to discuss and react to "student power" as you understand it and as you see it working at the University of Courage. Again consider individual responses, but make an effort to present your conclusion as a group.

C. How to Play: Discuss the role of the individual and the vocal minority as a group in relation to student power. Define student power within your role(s) - keeping in mind the effects this power would have on all related groups within the university and the community. Is there a role for the administration in relation to student power? What is it? Make decisions applicable to the real situation within which we are living. These decisions will govern your behavior in the final game.

D. Time: Begin game at 1:30 p.m.

End game at 2:30 p.m.

Game No. 3
Everyone Is An Organizer

One experience the National Conference on Student Power will provide is a 36-hour learning game. The game will be a place where you can begin to learn to analyze power structures and power conflicts, plan strategy and tactics to apply in a power game, and confront an enemy at the appropriate time and place.

A game is a slice of reality; it may not come to a conclusion before time forces an end, it may be frightening, it may be frustrating, it will be real. As with a real situation, there is a chance that you will choose the wrong solution or will misjudge resources. There is also the chance that some will feel the game is just a game and that there is nothing to learn.

The game is based on a number of real situations which may not seem familiar to you. The success of the game relies on your ability to play the roles honestly, to act as you believe people in those positions act. If it were everyday reality, we would have no choice but to put up with the apathetic student or the guy who wants to be a hero but cares little about real issues. Here we have a chance to control some obstacles and to examine power conflicts more closely. There will be opportunities to analyze power, tactics planning and confrontation – the results transcend individual situations.

The staff of the game believes the best way to learn to solve a problem is to be there and to take part in the action. The next best way to learn is to be in a simulated situation, make it as real as possible, and be able to study issues as they evolve so that in the real situation previous mistakes can be avoided. Most important, we believe that a confrontation, speaking to a stranger or challenging a threatening authority, is best prepared for by practice. The staff, however, cannot make the game, your experience, successful; we can only provide a mechanism. It is your opportunity to prepare for the challenge of the task ahead.

The game is designed not for those who have learned all there is about student power and organizing, but for those who feel they are just beginning the struggle and need some practical experience. Tackling the problem at home can be much easier after one chance of failing has been overcome. Conversations about student power need not be rhetoric lessons from the experienced elite; they can be your examination of your own feelings and experiences.

The overall goal of the game is basically to improve organizing skill - the ability to gain and use power. More specific goals are to provide an opportunity for participants to take part in a power confrontation, to analyze the structure of the opposition and the resources available, to make a decision based on the filtering of the data, to organize resources for a purpose, to develop communication skills, to create alternatives, and finally to provide first hand experience for the participants.

A STRUCTURAL ANALYSIS

Private University, 1500 students, located on suburban campus.

Board of Trustees: Responsible for financial development, real concern for educational issues only when they can leave the money problems behind. Responsible to Alumni for support.

President of the University: Selected on the basis of his ability as a fund-raiser; personable-type; controls the administrative staff.

Academic Dean: Significant power force in the educational arena, but as already suggested, educational issues take a back seat to financial contingencies.

Dean of Students: Middle-aged, harrassed, no real power, responsible for enforcement.

Department Heads: Want to recruit good faculty, have trouble because of low salaries for faculty, concerned with academic innovation.

Faculty Senate: Wants to legislate in educational matters, often finds its decrees irrelevant due to lack of funds.

Faculty: Wants higher faculty salaries, educational reform.

Student Government: Understands that students have no real power, sympathizes with faculty demands for higher salaries, wants to define a significant role.

Students: Important only insofar as they reflect the 'image' of the institution.

THE ROLE PLAY

Background: The fundamental tension in this college is money. The catalyst for any confrontation between administration and faculty is based on faculty prerogatives to make educational policy decisions. The catalyst of any confrontation between students and administration is based on the clause "No student may bring disgrace upon the name of the school."

Situation: An SDS-type is arrested in an off-campus peace demonstration and this event is reported in the local papers. The student is dismissed from school after a brief interview with the Dean of Students. The Student Government passes a resolution demanding reinstatement on the grounds: (I) that the student has not been found guilty; (2) that the event had no connection with his role as a student, and punishment by the school constitutes double jeopardy; (3) that the student had no hearing, chance for appeal, etc. (Due Process.)

Confrontation: President of the College, a Department Head, the Dean of Students, student government representative, and representative from SDS meet to discuss the reinstatement of a student ....

QUESTIONS

What tactics do participants use to get through the meeting?

Who controls the context of the meeting?

Who makes constructive remarks, provides alternatives for action?

Who polarizes issues?

What is the effectiveness of each participant? Why?

Other?

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FILM MAKING - A PRACTICAL UNION PROGRAM?

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Movie equipment is available for purposes ranging from the filming of babies and birthday parties to the production of Hollywood extravaganzas. Obviously, equipment that is appropriate for student-made experimental films is found somewhere between these two extremes.

If a student wishes seriously to investigate the film as an art form, he must have access to good equipment with shooting and projection versatility and moderate operating costs. A combination of manufacturer's claims, professional opinions and personal experience suggests that, among equipment currently available, the 16 mm format best fulfills these requirements. (But super-8 mm equipment may soon offer comparable versatility and quality.)

The following list is intended as an outline of the expense involved and the variety of equipment necessary to establish a basic film-making program:

SHOOTING UNIT

Bolex Rex 5-16 mm camera body with	
Switar 10 mm f/1.6 Rx (wide-angle lens)	
Switar 25 mm f/1.4 Rx (normal lens)	
Switar 75 mm f/1.9 (telephoto lens)	
Side-mounted viewfinder	$ 790
Pan Cinor 85 Compact (17 mm-85mm zoom lens)	190
Case, model 81B	48
Bolex tripod	80
Bolex camera grip	28
Gossen Lunapro light meter with case	50
	$1,186

SHOOTING UNIT

Bolex Rex 5-16 mm camera body with Angenieux 12-120 mm zoom lens	$1,155
Bolex zoom case	56
Bolex tripod	80
Bolex camera grip	28
Gossen Lunapro light meter with case	50
	$1,369

EDITING

Editing table with light box	$ 100
Bolex film spicer	30
Moviescop viewer and editor with rewinds	130
	$ 260

SOUND

Uher 4000 Report-L portable tape recorder	$ 360
Rek-o-cut turntable, cartridge, arm	200
Earphones	25
	$ 585

PROJECTION

Bauer P6 optical and magnetic sound projector	$ 894
Projector table	50
DeLite 84" X 84" beaded Picture King screen, tripod mounted	92
	$1,036

Ideally, all equipment would be available with no charge to students. The cost of 16mm film and its processing is such that any additional expense would probably be prohibitive for most students. For example, a 100 foot roll of film (two minute and 45 seconds of normal-speed shooting), including processing, costs about $8 in black-and-white and about $13 in color.

Much more sophisticated and expensive 16mm equipment is available. All of the above equipment is reasonably easy to operate; yet it can provide almost unlimited creative freedom and results of professional quality within the budget reach of many unions.

PART FIVE: THE UNION PROFESSION

ESPRIT DE CORPS: MOTIVATING THE UNION STAFF

By: Floyd I. Brewer
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State University of New York at Albany

Group approaches to the administration and operation of college unions are being employed with increasing frequency in recent years. My experience with the group approach to motivating and involving staff members has been negative at times. I find that committees and groups sometimes vacillate between their goals of task accomplishment and their need to resolve personality or problems of internal harmony. On occasions, they waste a lot of time and, the higher level the employee, the more expensive the process. I find, too, that sometimes the group approach foments more conflict and unhappiness than it is worth. *Alice in Wonderland* put it, "I don't think they play at all fairly. They quarrel so dreadfully one can't hear oneself speak—and they don't seem to have any rules in particular; at least, if there are, nobody attends to them."

But then, I begin to think about all the wonderful advantages and successes which accrue to the union professional who employs group approaches regularly. Certainly there are many significant reasons for and advantages to using the group approach in motivating union staff.

More Support for Union's Policies & Programs

You may be familiar with the stock arguments which support the use of groups or committees in the planning and implementing of organizational goals. Marjorie Shaw and Dean Barnlund produced evidence showing unmistakable superiority for groups as compared to individuals in the problem-solving process. We know that people tend to carry out decisions they have helped to form as Coch and French so dramatically demonstrated in their experiment at the Harwood Manufacturing Plant. Finally, from some well executed research by Dickens and Hefferman we know that through committee or group action, extreme judgments tend to become less extreme and right answers are supported more tenaciously than wrong answers. My experience in the world of work supports these research data.

A Necessary Approach if Change is Your Goal

On a deeper level, it is usual for the union administrator to want to cause change as he seeks to motivate union staff members to do their jobs better, to become more innovative, to organize and follow through more efficiently. Often, this means that he must find ways of circumventing their prejudices or lack of interest as well as their lack of skill. A program staff member may dislike classical music, a food supervisor may not want his dining rooms used for any other purpose, a maintenance man may resist moving furniture. One of our primary concerns with staffs is finding good ways of helping them become more open-minded, more willing to experiment, less resistant to change.

We know that strong pressures for change can be established by creating a shared perception by the members of any group of the need for change. Such an action offers the advantage of having the pressure for change come from the group or division you want to change. Marrow and French showed clearly that presenting facts to an individual supervisor or group is not sufficient to cause genuine, lasting change in their minds and hearts. When they have conducted their own review of the problem, practice or policy, and satisfied themselves that a certain course of action is justified, then, and only then, will change with the proper spirit and effectiveness occur. We know from Preston and Heintz that greater changes occur in the opinions of individuals operating under participatory leadership in a group setting than among individuals operating under supervisory leadership. If the problem is serious and if we must be manipulation-minded, we know that placing a high prestige staff member whose views are well known on the subject in question on a committee considering the matter will often cause change in the direction desired. Lippitt, Polansky, and Redl underscored this principle with considerable skill in their work with groups at summer camps.

A Good Climate for Communication

What kind of communication climate do we want to establish in our unions? One in which the ideas and pearls of wisdom flow in the direction indicated by Figure 1? Many of us work in organizations in which a line-type authority chart is reinforced at every turn. Your really sharp, creative employees are likely to regard such a communications climate as stultifying. Figure 2, on the other hand, depicts a climate which encourages the release of creative ideas at many levels, promotes a healthy interaction among various groups and staff members and fosters an atmosphere of give and take which can easily result in better teamwork and a desirable emotional climate for employees.

Fig. 1

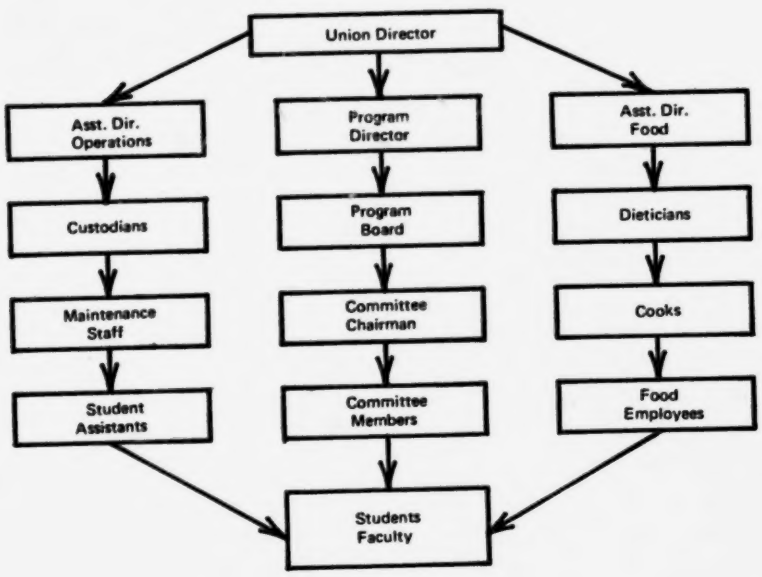
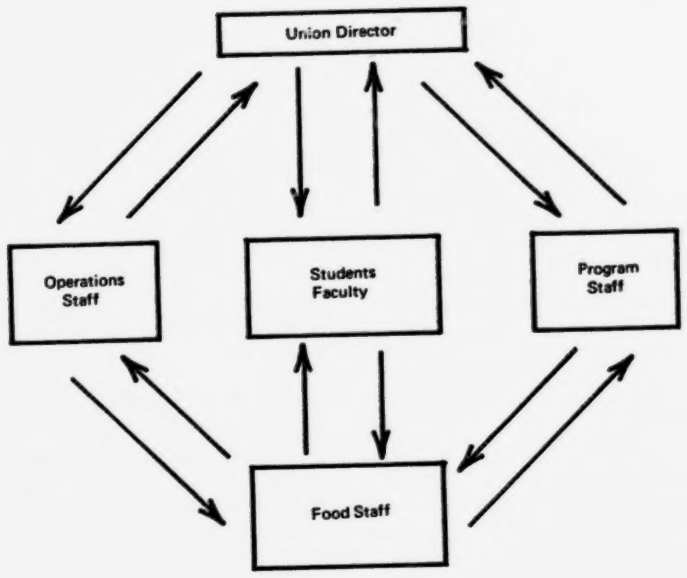


Fig. 2



Harnack and Fest stress personal feedback and opportunities to rephrase or react to ideas communicated by others as extremely essential elements of the communications process. A committee setting provides an ideal opportunity for these experiences.

Group Approach Provides Advance Notice

In a more practical vein, the committee or group approach automatically means advance notice to a representative group of concerned staff members that a problem requires a solution that a program must be planned or that an idea needs attention. When a group approach is employed, a wider number of people learn about the idea, the problem or policy review and are not caught by surprise when a final decision is rendered.

Spreads Task Pressures

One main advantage of committees is that they spread task pressures among anumber of people and over a period of time. It is easy for a union director to say to a key assistant, "Betty, would you turn out a revised student handbook and give me a rough draft sometime next month?" or "George, would you work up a proposal on next year's budget this month?" However, it is obvious that a good many jobs are very time-consuming and require the cooperation of many people. Harnack and Fest remind us that, "people need to think about assigned tasks for a while before they discuss the propriety of actually undertaking them." Staff member motivation is enhanced if they get the comforting thought that they will have the help of others on the big tasks.

Desirable Training Format

A new staff member often requires opportunities to work with others who have been around a while before plunging in with both feet. He needs to learn which people are the best sources of facts pertaining to the tasks he carries out. He often needs help in setting realistic deadlines and becoming familiar with university practices and procedures. Asking him to serve on a committee is one good way of providing him with knowledge and security, the two most essential aspects of the highly motivated staff member's frame of reference for doing effective work.

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Have you ever noticed when some of your fellow workers undertake an assignment they often start by getting things organized? So, what's wrong with that? It's a rather common trait among college union administrators.

We organize our staff, carefully define lines of authority, set policy, state procedures, emphasize rational behavior patterns, set appropriate rewards and penalties, see that everyone knows his job and his place in the one big, happy family we expect. With work simplified and as specialized as possible; with planning, control, and direction made so easy; how can it fail?

The wonder is how it succeeds at all.

Recently we made available a room in our building which the students were told was theirs to do with as they saw fit. They could decorate it to suit themselves. They could program it to suit themselves. It didn't even have to be booked through the reservations office. We noted that after years of complaining that the building policies were too restrictive and the procedures too bureaucratic, now there was an area where our policies and our procedures were verboten and even Scotch tape was in vogue. Nine months have passed and the idea has still to catch fire. We had succeeded in creating conformity and in so doing, had failed miserably.

It is possible that policies, procedures, chains of command, ad infinitum, have the same deadening effect on our staff. In trying to simplify our operation and render its direction as easy as possible, we may appear efficient but our end product may well be a lack of staff responsibility and commitment. It is not a far step then to unproductive employee conformity.

We often find the college union administrator ignoring this possibility and continuing his preconceived plan to structure as many facets of the operation as possible. He plans the operation much like a coach plans a football game. Like the football coach, he finds it works out fine until there is some opposition. Although the plan looks great on paper or sounds practical when discussed at a meeting, it seldom works as smoothly as he might like. In actual practice the human element enters the picture. Preplanned systems and sacred structures seldom take into account the individual as a individual and the opposition faced, unlike that with a football team, often comes from within.

I suggest that organizational charts, policy manuals, procedure files, job descriptions, and scheduled staff meetings are really nothing more than managerial security blankets. Our relationships are outlined for us; we are told what can be done, how to do it, who does it, and when to communicate. A sort of hiring-to-retiring assurance policy.

Now that the organization has been destroyed, it might be wise to start a rebuilding program, a program based on the individualized approach to management.

I have suggested that we look at our staff as individuals. I place the same emphasis on the need to look at applicants as individuals. In our hiring practices, we tend to rely on stereotypes. We tend to want to select those individuals who will fit; who appear to be the college union type; the ones with the student personnel point of view; the carbon copies of those we already have in the organization. If we are looking for initiative, we are going to be in trouble. By definition, an individual with initiative is bound to be somewhat different.

Having hired the individual with initiative, let us not begin the stifling process by indoctrination. While some orientation is necessary, we should not forget that the new staff member is not just filling a slot; he is also a new idea, a new way of doing things. Encourage him to question and even possibly to buck the system. It may be just what we need and we usually do not have enough staff with a willingness to exercise such initiative.

Regardless of the number of psychological tests or trait inventories we may use, we will probably find that the most valid basis for predicting a man's future performance is his past performance. Assessment is essential, and it is essential that assessment be done at the right time. The right time is seldom the time predetermined by an over-organized personnel policy or procedure. The right time is usually now and we cannot afford to be so busy as to disregard this responsibility.

We should not protect our staff from challenging problems. Rather we should encourage them to tackle difficult assignments and thus give them the privilege of gaining a feeling of self-confidence. We owe it to our operation, and more importantly to our staff, to stretch their imaginations and their abilities to the full extent of their capabilities.

The Loeb Student Center has offered a program in college union administration for the past few years. We look for highly motivated young men and women as administrative interns. During their first year they are rotated through a series of not too demanding assignments such as control desk attendant or duplicating room attendant. However, in their second year they hold more responsible positions of a supervisory nature. At times, the first-year intern can be described as disaffected. Yet, during the second year, these same interns are the "young turks who are trying to take over the operation of the center. It is not too difficult to see why there is a change in attitude. On a given day, the first-year intern often feels that the most important thing he can do for the Center's operation is to sell a candy bar or to photocopy a letter. Have you ever looked in the mirror in the morning and considered the possibility that the most important thing you will do that day is to either sell a candy bar or photocopy a letter? It is impossible for one to be motivated to the same extent as a house supervisor who knows that he is going to be responsible for the proper functioning of a conference to be attended by five hundred people.

It has been suggested that if you want a job done, give it to a busy man. This might be a good management principle to bring to our college union operation. Even if budgetary problems do not dictate it, we might find being optimally undermanned a blessing in disguise. Staff members with more work to do than they can handle have to show initiative to keep above the deluge. While the unimportant jobs may not get done, we are likely to find that they were really even less important than we had thought.

It might be imagined that this type of approach would consistently lead to management by crisis, confusion, and consternation. On the contrary, most of the individuals with whom we have to work have been so conditioned by school, family, and occupation that the freedom allowed in the college union will, unfortunately, be ignored. For the most part, individuals will usually create and solidify chains of command, mental molds, and unnecessary structures. Hopefully, we will find and hire staff members who, sensing the opportunities for growth and achievement in the looser structure of the college union, will begin to explore and expose pockets of innovation. The goal set forth here, therefore, is to find and to encourage those not yet enclosed by the system to take advantage of the opportunities for creative action and thought that the college union can offer, if only willing to take the chance.

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It is obvious to all of us that motivating the Union staff is a very important aspect of what we do. Several specific suggestions have been made as to how staff motivation can be improved. For my part I should like to take the position that in-service training or on-the-job training is not only the most effective but perhaps the only practical way to approach the matter of inspiring personnel to do a better job.

Currently there are many more jobs available than qualified people. When most of us spend 60-70 hours a week doing our job, it seems almost foolhardy to suggest that special sessions in group dynamics or specialized staff training should be added to such a schedule. It has been said that the job of an administrator is 95% inspiration and 5% perspiration. If this is true, and I believe that it is, the job of a union director is to develop somehow within his staff the attitude of reaching for new heights every day. This can only be done through a regular, in-service training program which depends upon daily contacts and daily attention to the matter of professional development.

Let me be specific. Here are *Ten Commandments* which I believe will motivate the staff through an in-service training program.

1. *Thou shalt arrange daily communication with the staff.* I know of several unions, including our own, which hold daily meetings of the supervisory staff just to make sure that little problems of communication and cooperation never become big ones.
2. *Thou shalt provide for two-way communication.* Most of us complain about poor communication because somehow we feel that our boss is not keeping us properly informed. Let's not forget that we have a big obligation to keep those who work for us well-informed too.
3. *Thou shalt level with the staff.* If we truly believe in a management team or a group approach to the solution of our problems, it is essential that we share many of the setbacks and problems as well as the successes with members of the immediate staff.
4. *Thou shalt have weekly staff meetings for professional development.* A regular (weekly) developmental staff meeting which gives the staff an opportunity to sit back and evaluate, to plan, and to dream is a part of the responsibility of the director in passing along the inspiration to the supervisors.
5. *Thou shalt use periodicals and books.* A constant stream of excellent articles appear in the trade magazines which come across our desks. In addition, the many fields of personnel management, student personnel work, et. al., provide for constant stimulation and new approaches to our many-faceted jobs. This kind of information should be readily available to staff members and providing it is essential to an in-service training program in any union.
6. *Thou shalt schedule a weekly staff session with each supervisor.* At this time he has an opportunity to set the agenda and to discuss the things which are of critical importance to him. The administrator who fails to give each of his staff members complete attention for an extended period of time misses a great opportunity for individual staff development. It is too easy to cancel such appointments because of other demands but this is an important part of the in-service training program.
7. *Thou shalt make the union an "idea mill."* Unless staff members are encouraged to present new ideas and to look into the practicality of them, they soon stagnate and tend to do things just as they have each previous year.
8. *Thou shalt develop a five-year plan for the future.* This is an excellent way to keep the staff's sights set for the distant future. It is easy to get bogged down in the daily mire of problems and work, but an occasional view of the stars makes it all seem worthwhile.

9. *Thou shalt offer criticism and compliment.* Criticism and compliment are essential ingredients for in-service training programs. The criticism should be justified and fair, and the compliment should be appropriate and sincere.
10. *Thou shalt anticipate change.* The dynamic potential of change is always with us. It is the job of any administrator to prepare himself and his staff for the changes that are bound to come. To resist them and to be too rigid to accept them is to lose the battle. Sensitivity to the many influences that affect the individuals and the staff of a union is a must for any administrator. If he has his "feelers" out and is aware of developing problems, unrest, or dissatisfaction, he is ahead of the game in trying to solve them. He also instills within his staff through this kind of in-service training the implication that they too should use this method with people who report to them.

All of these "commandments" can and should be a part of the regular operation and should be manifest in the attitude of each staff member who works in the building.

I should like to conclude with a statement credited to the American Management Association which states very simply but very effectively the best way to accomplish staff motivation. I recommend a careful study of the statement as we try to make staff motivation an essential part of our job:

> " There are two kinds of efficiency: one kind is only apparent and is produced in organizations through the exercise of mere discipline. This is but a stimulation of the second, or ture, efficiency which springs, as Woodrow Wilson said, from 'the spontaneous cooperation of a free people.' If you are a manager, no matter how great or small your responsibility, it is your job, in the final analysis, to create and develop this voluntary cooperation among the people whom you supervise. For, no matter how powerful a combination of money, machines, and materials a company may have, this is a dead and sterile thing without a team of *willing, thinking* and *articulate* people to guide it."

TRAINING NEW STAFF – PROBLEMS AND POSSIBILITIES

Paul K. Durrett, Director
University Union
Florida State University

What important points should be included in a topic entitled *Training New Staff–Problems & Possibilities*? Since this is a very important aspect of college unions, I want to present some concrete ideas, opinions and suggestions for consideration.

Every union, no matter how large or small, must develop some form of personnel program to obtain a smooth and efficient operation. The type of personnel program per se may and should vary at each union. The program should be designed to fit the needs of each individual campus. I shall deviate from the title by discussing training of *old* as well as *new staff*. Perhaps I could restrict my remarks to just new staff members, but I prefer to think of a personnel program in its entirety. In addition I prefer to use the word "training" in referring to new staff. I also believe that the use of the word "development" is preferable in reference to established personnel. For example, the established personnel may resent or reflect a negative attitude toward training program rather than a professional development program being designed for them.

In trying to outline the points to be covered, I listed five questions to which I shall try to provide answers, opinions, or ideas.

1. Is a training or development program desirable?
2. What are the goals and purposes to be included in the program?
3. Who is responsible for and who should participate in the program?
4. What may be accomplished through the use of tools such as job analyses, handbooks, house rules and policies, or other types of manuals and brochures?

IS A TRAINING OR DEVELOPMENT PROGRAM DESIRABLE?

Under normal circumstances there could be no other direct answer than "yes." Training is desirable for both old and new employees of all ranks from the custodians, part-time student assistants, information desk and games desk personnel, lifeguards, projectionists, clerks, cooks and diswashers to the personal professional development of the director.

Training is a never-ending process. In order to have an efficiently operated union, development and training should be a prime concern of all key personnel in the union. The union should develop well-balanced training and development programs, and these programs should not be one-shot affairs each year. They should be carried on throughout the year in various phases with predetermined objectives and goals in mind.

WHAT ARE THE GOALS AND PURPOSES TO BE INCLUDED IN THE PROGRAM?

The following are important areas that should be included in most personnel training programs.

1. A part of the orientation of a new employee into the union includes making him feel that he is welcome as a new employee and giving him information concerning the college, the union, and the area in which he is to work. Work hours, sick leave, vacation, fringe benefits, dress policies, etc., should be explained to each employee.
2. Organizational charts should be available and an explanation should be provided as to who is accountable to whom in all areas of the union.
3. Written house rules, policies, and procedures should be made available to all employees.
4. Job analyses, handbooks, or manuals should be made available to each employee, and explanations should be given regarding anything the employee does not understand. Handbooks containing general information, policies, procedures, etc., should be designed, printed, and given to each staff member for general information and reference purposes. These are especially helpful for student employees in such areas as the information and games desks.
5. Human relations and public relations are very important factors in a training program. In some cases, human relations and public relations are related. Each employee should be made aware that the union is a service and that union employees provide their services to fulfill the role of the union. Proper rapport with the public is most essential and proper relations with fellow employees is equally important. When problems arise, they need to be corrected immediately before small ones grow into large ones which are difficult to handle.

6. Regularly scheduled staff meetings or retreats on various levels are most beneficial. Staff meetings on all levels may be developed with varying degrees of emphasis on professional development. Staff meetings of key managers or supervisors in which each member rotates and presents a program during the meeting concerning a topic of his choice relating to professional development and perhaps to his own area are excellent mediums for professional training. This gives everyone an opportunity to understand the individual, his problems, his operation, and his goals. It pulls the staff together in working as a team for common goals and understanding of the overall union operation. Periodic staff meetings held by supervisors or managers in their individual areas often are very essential in training. At various meetings, the union director, assistant director, or other key administrators may be asked to meet and talk to the staff.
7. Research reports, results of studies, and other pertinent articles as well as memorandums, copies of minutes of important meetings such as the policy-making board or program board, etc., regarding what is going on within the union, the campus, the city, the state, the nation, or the world are, in a sense, a training medium. Reference materials, including all the available materials from ACU-I, are often most helpful.
8. Trips, converences, short courses, and meetings are also types of training or development programs. There is no way of evaluating the benefits of several key staff members making trips together to visit other unions. Training is received through comparison of that union with their own operation. There is also the opportunity to get to know each other on a personal basis that generally is not possible on the job in day-to-day routines. Various international, national, and regional associations in addition to the ACU-I conferences have much to offer toward professional development. A few of these professional associations are as follows:
   a. National Association of Student Personnel Administrators
   b. National Park and Recreation Association
   c. National Association of College Stores
   d. National Association of College & University Food Services

   Here I would like to insert another personal observation. This past summer, the Florida State University Union held a Summer Short course presented in cooperation with the ACU-I Professional Development Committee. The participants as well as the faculty considered the short course to be a success; BUT—the staff at Florida State University Union, as a result of planning and executing this short course, developed more professionally and received more benefits from their experience than from anything they have ever done as a group. The Professional Development Committee is looking for members who would be interested in sponsoring future short courses.
9. Techniques such as case studies, panel discussions, role playing, or buzz sessions may be considered as a medium of training.
10. Academic courses and individual faculty members are not to be overlooked as possibilities in the training or development program.
11. Appointment to college or university committees or to ACU-I committees is a form of professional development and training.
12. Engaging in research is another medium.
13. Evaluations and annual reports give the employees an opportunity to re-evaluate the accomplishments which they have made during the past year, to list major problems which they have encountered and perhaps to find solutions to some, and to list their goals and needs for the future. A re-evaluation of the training and personnel program may be part of the annual report.
14. Some type of merit-rating form may be designed and may be found useful in the training program. The form should be designed to meet the purposes of the individual union.
15. The director, assistant director, managers, and supervisors should be aware of the morale and motivation of their employees. Personal interviews or heart-to-heart talks with the employees often reveal information that is not apparent or factors which have not been considered. Some type of rating and evaluation may be found useful. This determining the extent and scope of problems. A large turnover in personnel can be an indication that problems do exist and need attention. Exit interviews can be educational for management. Employees need to be recognized and be given incentive to do a good job. There are many ways in which this may be accomplished. A pat on the back and a few complimentary words, spoken in sincerity, mean a lot—the human element again.

WHO IS RESPONSIBLE FOR AND WHO PARTICIPATES IN THE TRAINING PROGRAM?

The union director should be the person primarily responsible for demonstrating the necessity of a training program. The director needs to delegate properly the responsibility to the various assistants, managers, and supervisors. Everyone is responsible for the training program—even down to the lowest ranks. Often the personnel are responsible for teaching a new employee. This is sometimes dangerous because habits, attitudes, traits, or traditions which are detrimental to the operation may be passed from one employee to the other. However, everyone participates to some degree in training and development.

WHAT MAY BE ACCOMPLISHED THROUGH THE USE OF TOOLS SUCH AS JOB ANALYSES, HANDBOOKS, HOUSE RULES AND POLICIES, OR OTHER TYPES OF MANUALS AND BROCHURES?

Tools of training such as manuals, job analyses, etc., are an investment in the conservation of time and are methods of instruction.

Having had the opportunity to work for and with the late Jerry Erdahl, I have been greatly influenced by his teachings. In 1957, I assisted him in rewriting, compiling, and printing a copy of the job analyses of North Carolina State College Union to be taken to the ACU-I Conference in Salt Lake City, Utah. Complimentary copies of these job analyses—a book approximately 2½" thick—were distributed to each participant who attended the session entitled *Of What Value Are College Union Standard Operating Procedures?* I would like to try to summarize some of the things which Jerry expressed at the 1957 Conference and which he felt a well-defined job analysis would accomplish.

1. A job analysis serves as a guide and a means of judging the employee.
2. A job analysis qualifies what is expected of the employee.
3. A job analysis determines the effectiveness of an employee.
4. The well-defined job description makes it easier to train a replacement.
5. A job analysis saves a supervisor's time by having the trainee read the job manual in advance of beginning work.
6. A job analysis serves the employee as an aid and reminder.
7. When supervisors help in designing the manuals, they re-evaluate their own duties as well as those of the persons who work for them.

8. A job analysis creates a sense of pride and accomplishment for the supervisors as well as for the director.
9. A job analysis encourages supervisors to do more training and to live up to the standards set forth in the manual or job description.
10. Job analyses should be revised periodically by the supervisors and the director working together.
11. The analyses provide the director with a diplomatic means of probing deeper into the union operation without the employees regarding the director as being "nosey."
12. A job analysis provides in-service training for the director in areas involving specialists on the staff who have more know-how than he does.
13. A job analysis is an agreement between the director and the unit supervisor as to procedures and practices.
14. A well-written job analysis serves as an unpaid supervisor in eliminating confusion and misunderstanding.

DOES THE EMPLOYEE'S PERFORMANCE IMPROVE AS A RESULT OF TRAINING?

The answer to this question depends on the trainer and the trainee, manner of presentation, etc. One or all may fail. Most likely everyone will improve as a result of training. If not, perhaps replacement of the trainer or trainees, or both, is in order. Lack of improvement in an employee's performance could also stem from poor conditions, insufficient equipment, environment, policies, etc. For the union to be of service to the University community, all employees of all ranks must be trained to fulfill their role and the role of the union.

Colleen Makin, Assistant Director
University of Utah Union
University of Utah

One of the things that I happen to care a great deal about is really good jazz, and one of my very favorite artists is Louis Armstrong. Louis said something that I think is relevant to training new staff. He said, "There are some people, that if they don't know, you can't tell them." I would like to look at this in a couple of dimensions.

First of all, this involves the problem of people being able to take criticism or hear feedback and it also implies some kind of skill on the part of those of us who are trying to tell them. In student activities we frequently have students come to us and say: "Our organization is having problems. We spend three hours in meeting once a week. We have six items on the agenda, and we never finish. Can you help us? Can you tell us what is wrong?" Realizing this, the head residents at the University of Utah and as the Student Activities Program Advisors participated in a week-long training session with a consultant from the National Training Laboratories, Dr. William A. Dyer, of Brigham Young University. This is probably the first time in the history of our union that we had an eight to five day. During Christmas vacation, we met with him for five days from eight to five, participating in a training session.

At this point it might be helpful to re-emphasize a definition of training stated by Bill Dyer. "The ideal training, as it is presently used, is any kind of education program that leads to improvement of performance by persons engaged in an 'on going' activity. Underlying the idea of training is the assumption that people can change behavior and that for various reasons people should engage in activities that will return improvement of performance. Improvement is generally seen as behavior or performance that is more efficient, gets more output with less expenditure of services, or is more effective in that the person behaves qualitatively in such a way that goals are achieved with better results. In the case of managers, for instance, training might make the manager more efficient." That is, he might be taught how to organize his time in such a way that he accomplishes the same amount of work in less time or he might become more effective. We might teach the manager how to handle counseling problems so that people feel better after having been helped by the manager.

As we met with Dr. Dyer initially we spent some time defining the major objectives for this training program. We were involved from the outset in the building and designing of the program and as a result felt that he really had tailormade this to fit our particular needs. We decided that our main objectives were two. First of all, we wanted to sharpen our diagnostic and consulting skills as we work with student organizations. Secondly, we wanted in some way to improve our awareness, and thereby our effectiveness and efficiency, on the job. The fact that all of us were part of a team that did work together back home was one of the great advantages of this laboratory learning.

Our training session was divided primarily into two parts. One was the week-long training session and the second was a series of follow up meetings, which I will describe later. During the week-long session we were divided into two kinds of activity periods. One part had to do with one of our main objectives, which was to learn more about how we behave in group settings and deal with some of the interpersonal problems that we have on our job. This was accomplished in a training or "T" group setting with Dr. Dyer acting as the trainer. A definition of a "T" group heard recently was: "A 'T' group is not the place where you are supposed to just come and tell everybody exactly what you think of them. It is a place where you can learn about yourself and about what kind of effect your behavior has on others." If you consider this in the context of a work setting, this is a pretty important thing to learn.

In addition to being participants for the training group, a number of us had opportunities to act as trainer. Bill Dyer gave observations about the interventions we made as trainers in the group and about the kinds of interactions that were going on in the group. He served as sort of an interpreter along the way in many instances.

The other part of this week-long workshop had to do with a lot of cognitive input and theory material. We discussed areas such as: conducting a training group, conducting a theory session, the consultant as a change agent, the difference between personal problems and interpersonal or organizational problems, decision-making groups and leadership styles. You might be interested in some specific examples of the kinds of things we talked about.

For instance, one of the important things that Dr. Dyer pointed out to us was: if a student organization says, "Yes, we have a problem," the problem might be either in a personal-interpersonal area or an organizational area. One of the points that he made was that it is much easier to deal with organizational problems than with the interpersonal problems. He told of the case of the "weeping waitress" with which some of you may be familiar. This was a case in a food operation where a waitress had to give orders to the fry cook. The fry cook was a man. He had been there longer than the waitress. This presented a very difficult situation. Here was this young "whipper snapper" barking orders at this old, established fry cook. Quite frequently his response was less than congenial, and the "weeping waitress" went home weeping every evening. Well now, one of the things you might say is that she must be a neurotic. She must be under a lot of tension. She must have an Excedrin headache number seventeen or the fry cook must be a real bear. The problem must be an interpersonal one between the two. But Bill Dyer points out that in this

particular case the problem was solved, or at least greatly alleviated organizationally, by putting a spindle between the two people involved, so that the waitress no longer had to confront the fry cook directly and tell him what to do. She just had to put her order on this mechanical device and he took it from the device rather than from the waitress.

One of the other interesting things Bill had us do concerned group decision-making. The National Aeronautics and Space Agency has developed an exercise that is really fun. It involves a situation where each individual in a group is told: "You have just crash-landed on the moon. You are part of a space exploration crew, and in your crashlanding you have fifteen items that were undamaged. Your task is to decide the rank order of importance of each of these fifteen items. You are to rendezvous with the mother ship at a point some 200 miles from where you are and of course you can only take a few items so you must rank them." Each individual did this ranking separately. Then we divided into small groups of seven people, and did the same thing as a group, arriving at a group consensus on each of the fifteen items. This was only one of a number of exercises we did in looking at some of the problems with which student groups might confront us.

We used case studies, role playing and a number of exercises such as the NASA one in looking at some of these problems. One of the other things we did that had much application later was our stepping into the role of job consultant. Part of our group consulted the other part about problems in their jobs. Each interviewing group asked the other group this question: "What obstacles do you see as inhibiting you in performing your job?" These are some of the responses: Newness to the job has created difficulties and lack of information about the university and the relationships among other agencies on the campus. There is a lack of knowledge about present staff. The previous orientation is different from the present situation. There are no guidelines of authority and no clear definitions of job functions. I have little personal security in the job. There are problems in the ability to communicate with one another on the staff. There is no time to develop programs or set long range goals. There is difficulty in describing our job to a group. There is lack of coordination in Union programs and we feel a lack of experience. We cannot effectively handle anger. We do not understand what role an activities advisor should play in a student group.

These questions are critical ones in terms of the kind of job we are able to do. I don't pretend that we answered all of them, but at least we brought to light not only the question but also some methods by which we might proceed in finding the answers. It was very helpful.

As I indicated, the second part of this program was a monthly follow-up in which the complex of head residents and Student Activities Advisors met with Dr. Dyer and got more cognitive input about theories of how change takes place. We also kept a change diary in which each was to act as a change agent of a particular student organization. We were to record the progress of this task as we went along, set the goals for change and then to evaluate them.

It was my feeling that this follow-up was where the problems really occurred in our training program. We found that the monthly follow-up to the week-long training session was not really sufficient. There was such a long time between sessions that it was difficult suddenly to zero in again and look at the problems of our jobs, and evaluate performance against the skills and diagnostic material we were given at the workshop. We did feel however, that we had a successful enough experience that we are going to try to repeat this in the next summer. We hope that our tools in terms of diagnosing problems with student organizations and helping them work through those problems will be sharpened.

We have a lot of theory and most of it had to do with the business of how you communicate in a small group setting. We find, more often than not, that this is the kind of question student groups ask us at one level or another. Duke Ellington also said something about this: "Communication is what baffles the multitudes. It is both so difficult, and so simple. Of all men's fears, I think men are most afraid of being what they are—in direct communion with the world at large. They fear reprisals, the most personal of which is that they won't be understood."

How can anybody expect to be understood, unless he presents his thoughts with complete honesty? This situation is unfair, because it asks too much of the world. In effect, we say: "I don't dare show you what I am, because I don't trust you for a minute, but please love me anyway, because I need you too. Of course, if you don't love me anyway, you are a "dirty dog" just as I suspected, so I was right in the first place." Yet, every time God's children have thrown away fears in the pursuit of honesty trying to communicate themselves, understood or not, miracles have happened.

At any rate, I do feel that this exercise which we experienced helped us in this business of communicating with the student groups with which we deal.

Tom R. Bennett, Dean
Graduate School
George Williams College

The most anachronistic of organizational structures in the American society is the college and university. Its basic organizational model is approximately 600 years old and the model has not changed significantly in that 600 years. That greatly complicates the kind of task that we have before us. It means that in a rapidly changing, highly mobile and certainly confusing environment, we are somehow saddled with a concept of organizing the intellectual and personal life of a college or university. The concept is distinctively unflexible. It is quite historic in tradition add origin. Students are having increasingly clear ideas of what they would like to do with it. When I look beyond this, I don't really find the position of the colleges and universities substantially different from many other large organizations in our culture. Hence this discussion of organizational development. I would like to begin by saying what I think it is and what it isn't.

Organizational development has many parallels with exactly the kinds of issues of which Paul Durrett cites. In organizational development you are concerned to make a better use of the resources, the groups and the persons in the organization to accomplish its objectives. All of those are very critical points. The resources, the persons, the groups—these are the basic tools with which you work. So I would like to approach the issues of the union as essentially organizational development issues.

Our favorite way of approaching organizational development is to create a new structure. Very seldom do new structures solve the indigenous problems of the organization. Most of the time, they create for us a new arena for the same old battles, frequently with the same gladiators. Those who have been through reorganization efforts, either in the union or in their particular colleges or universities, well know what I mean. In a relatively short period of time the same issues which required the reorganization have reappeared, and reappeared in a more virulent form. Whenever you begin to look at organizational development, you look at some of the critical concerns that have to be dealt with for the best use of resources, persons, and groups to cope with the problems and to accomplish the objectives of the organization. An outline of five such issues on the organizational development level follows. Two or three are basic training and development issues.

The fundamental problem of every organization is the definition of the outcomes toward which it wants to move. The outcomes, as defined last year in your union, are inappropriate for this year if they have not been re-examined.

Many unions have designed and developed long-range planning programs. What in the world is a long-range planned program? It is the best estimate of what the potential future outcomes are that can be accomplished within the unit. The further long-range it is, the more unpredictable

are those outcomes. No one planned on the students sitting in the lobby this week in response to a particular proclamation by the president last week. All of a sudden a series of unpredictable consequences play havoc with the long-range plan. Or, no one had counted on a substantial reduction by the legislature in the amount of funds which will be available for the operation of the university for the coming year. All of a sudden, the long-range plans have become increasingly unpredictable. That does not mean, for a moment, that long-range plans shouldn't exist. It does mean the difference between a long-range plan and an objective is the difference of predictability. For objectives have to do with the foreseeable future as a predictable outcome that can be achieved on the basis of existing resources and personnel.

As a consultant, I have spent fifteen years working with mental hospitals, industrial groups, voluntary agencies, colleges and universities, etc. In that length of time, I can remember vividly only two organizations with only two sets of tops administrative personnel in them who had a clear concept of what their objectives were. Most operate on the basis of the latest crisis and most operate on the basis of some paper plan that was designed last year and is presumed to be still in process. That presumption is always open to question.

So the first critical and perhaps the most difficult task is that of developing a set of objectives that give some definition of the potentially accomplishable in the very near future.

A second organizational issue is none other than reorganization. Most of us are confronted with operating organizations. We then say: "I wonder what we can do this year with us?" That is really not the way in which an effective organization can be built. For organization flows from objectives, not the other way around. It depends upon what I want to get done, as to how I proceed to structure the activities and behavior of people in order to do that. If my union, still at this point in time, has the same organizational structure that it had at the same point in time a year ago, then I have not done my management task. Now unfortunately, I am like you. I operate in an academic setting which has that same structure. In fact, it has had it roughly seventy-five years. That poses some problems in terms of a continuing need for reorganization. But, in effect, every time we define and develop a new set of objectives we are concerned about how then to reorganize the existing groups, persons, and resources we have in order to accomplish those objectives.

It is exactly at that point that the kind of training program which Colleen Makin describes becomes so rough. For, in effect, the organization and the functions are the ones that I agree to and the one that I understand. It is not the one that you give me. The only way in the world that I can agree to it and understand it is when I have been a party to the shaping of its objectives and of the definition of what I propose to do in my particular job and function in order to reach those objectives.

Third, there is the issue in allocation of resources. We tend to think of this in truly budgetary terms. I would suggest that the budget comprises a very small percentage of the resources of our respective organizations. The more critical resources are those of persons and facilities. How are we going to make the best use of the imagination of your staff? How are you going to make the best use of the commitment of that staff? What happens, by the way, if they don't have any commitment, as frequently staffs do not? What are we going to do with the intellectual capacity and energy of that staff? What are we going to do with what its relationships can generate in the way of new energy, in the way of new imagination, and in the way of new creativity? These are critical resources and planning for their allocation in relation to what you want to do with them is very important.

Another critical organizational issue is what I call interface tension. What are interface tensions and how do you begin to identify their demands? Union directors probably already have some indication of these tensions each time they go into the appropriate administrative staff meeting, where somehow they are confronted with the latest crisis of the union that the president has heard about. That is not an interpersonal tension; that is an interface tension. It exists between two operating groups, neither of which fully understands what it is that the other one is doing, yet both of which have to do something in common in order for the organization to function. Very frequently, we convert interface tensions into interpersonal ones. When that happens, they become completely unmanageable. The case of the "weeping waitress" is a first class illustration of this. For the "weeping waitress" case is a case of an interface tension, not an interpersonal one. Unless a mechanism is designed for managing it at an interface level, it becomes an interpersonal one. The more intensely interpersonal, the more insoluble it becomes from an organizational point of view.

One of the best illustrations I can give of this is from one of the colleges in which I have worked. It is a beautiful example between the union and its appropriate controller. The union was getting progressive "flack" from students about the ways they had been treated in the business office. The business office, in turn, was providing its appropriate kind of "flack" about the fact that students never really came on time, got bills in on time, did things on time, et cetera. The union director, realizing that while this was not really his bailiwick (it was "the dean's problem,"), still found that he was the recipient of the "flack." Fortunately, the dean happened to have the wisdom to deal with this as an interface problem. He got all of the appropriate parties together on an interface basis. They had a first-class two-day session in a motel in which all of the issues finally came out in the open. We discovered that part of it had to do with a whole set of perceptions that the business office had of students in general, that the union had of the business office in general, and that they both had of the dean in general. Once they got these kinds of issues out in terms of their organizational implications, they discovered there was a very simple mechanism that could be installed and used effectively at an interface level rather than an interpersonal level.

The last issue is the whole issue of conflict management. I am often struck by the marked ineptitude of the means for conflict management that we have on college campuses. That is true of most organizations but sometimes I think it is distinctively true of colleges and universities. Many of the conflicts are essentially inter-group issues that could have been dealt with when they were still differences, before they became conflicts. We were not trained to identify conflicts. We were not trained really to work with differences. We were not trained really to operate in conflict areas. Consequently, issues become major conflicts, highly emotionally invested, and increasingly difficult to resolve.

Now, I would take all five of these as rather critical organizational development issues. By that, I mean they cannot be resolved on an interpersonal basis. They cannot be resolved on an intra-group basis. They must be resolved on an organizational basis. They cut across all the existing groups and they affect most of the significant persons that are functioning in that organization.

That brings me to two or three of what I consider the critical training and development issues related to organizational development. One of the most important of these is problem identification. How do we train people to become responsive to and capable of identifying problems? This is what I call installing an organizational early warning system. Somehow we must get the signals soon enough to put immediately into operation the procedures to deal with it while it is still an incipient problem, before it becomes a major one.

On our own campus, we had a classic illustration of that in our dorms and our dorm counseling system where our early warning system didn't operate. About three weeks ago, we were confronted with a near student strike. The strike was not over food. It was not about the business office. It was not about the fact that people couldn't get action. It was about a very simple kind of issue: students really felt that nobody was listening to them. When we got the staff together, we made a very interesting discovery. All the data for analyzing that problem had been available for better than three months but it had been available in isolated quarters. We were face-to-face with a major interface problem. People possessing pieces of the relevant picture weren't in communication with each other. They were trying to resolve it on an intra or interpersonal group basis, when that is not what it was. So, the training of people in problem identification is a critical one.

Secondly, the decision-making skills of the staffs are frequently far below what they need to be to bring about the level of responsiveness that is really needed to confront the issues, crises, and planning of today.

Third is the whole question of information flow. Who is really responsible? How does the flow of data about what is happening in the union or on the campus originate and how is it channeled? I work with a number of organizations wherein the managers live with one paramount rule: the president is never hit with anything that he was not forewarned about. If he is, that is sufficient for a subordinate manager to be fired on the spot. Now that puts managers hard at work designing effective information flow so that they do know what is going on, and they make it possible for people to tell them what is going on. They make critical data available.

Fourth, a few comments about the supervisory process. Probably the most critical function of training in an organizational development program is training supervisors in three or four critical areas. One of these areas is their capacity to develop good appraisal systems for their own subordinates. It is important that a subordinate be able to find out at any time where he really stands. He needs to know: "What is my future and what do *they* think of me?" If he can't find that out, he spends an awful lot of time on the grapevine rummaging around to see what the latest scoop is. Unfortunately, in the absence of reliable data, he will supply his own. If he supplies his own, the possibility of its being distorted is very, very good. One of the critical areas for the supervisor, then, is the design and development of a good appraisal system for his subordinates.

A second is the counseling function. This is the ability to deal with the personal and interpersonal crises of subordinates promptly and effectively. If I can go back to our dormitory situation, that was part of our problem. We had some very real interpersonal crises which were being experienced by people who had not been dealt with by their supervisors. What we really had was a fundamental breakdown of the supervisory structure and function.

There is also the issue of job enlargement. I am frequently amazed at how much more people will do if they are consulted; how radically they can be organized to revise their own jobs, which they have been doing anyway, but they now do it explicitly; and how they can do it quite concretely for us in relationship to new objectives, if we give them a chance.

And lastly, it really is the task of the supervisor to ascertain what the training needs are. This is what I would consider the first line for identifying training needs. If I really want to know, for example, what the training needs of our dorm counselors are, then my head resident must be able to tell me. If my head resident can't tell me, then I know something both about the head resident and also about the training that is being blocked out. When I am working with some of my own clients, and supervisors cannot really tell me what the training needs of their subordinates are, then I am very sure that the personnel department doesn't know either what the training needs are, even though they will probably have a highly developed training plan. Any relationship between the plan and the needs is frequently co-incidental. Now this is not the type of program in which the organization develops the resources, capacities, and the flexibility to deal with the new issues and the new crises with which we can predict it will be daily confronted.

WHY A PROGRAM STAFF?

Betsy W. Thomas
Activities Counselor
University of Tennessee

The Vice-President for Student Affairs at a leading midwestern University told me quite candidly one afternoon, "The student union movement is dead! Are you going to sit around and watch it die, or are you going to broaden your horizons and integrate yourself and your program into the all encompassing area of student personnel and student activities?" I sat there, somewhat bewildered and initially unable to answer. My instant reaction was that he was crazy, and yet, I could not give him a good logical argument as to why he was wrong. If he was right, then I had spent six years working in an area that was un-needed, out-dated, and possibly unwanted.

I thought back to my college days. Being a product of the "silent generation" (a title I have never been able to accept for myself or my peers), I decided to research what my friend, the Vice-President, was saying, and see if I could determine in my own mind whether he was right or wrong. I reviewed, with inward humor, the laments of my predecessors toward my college group. Was I really just not committing myself because I didn't want to get involved? Was I really just planning to sit through the next 45 years in some nondescript job so I could draw my social security? I could remember with candor that I fought issues that were important then, but in retrospect they seemed as unimportant as who was elected Sophomore of the Year.

When asked to chair the panel on *Why Have a Program Staff,* I accepted eagerly, ready to justify to all, and to my friend from the mid-west, why I selected this field and why my colleagues and I were needed. Again—not an easy task.

In order to present my position, it is necessary that I summarize briefly the student of the sixties as I see him.

The college student of today faces a challenge that his predecessor of the 50s didn't have. He lives for today—planning to face tomorrow when, and if, it arrives. Therefore, ". . . he is impatient—he wants things done now! He is idealistic—he likes things to be black and white and is restless when confronted with the gray areas innate in human relations." The student is also dissatisfied. "He is not only more sophisticated than his passive counterpart of the 50s, he is more cynical about a system of departmental specialization and an institutional system which has discarded individual support and concern for the student while maintaining control."

In recognization of the student of the sixties—his drives, his complexities, his desires—must we then not re-evaluate our own goals? We must look with hyper-critical eyes to our own beliefs, our own desires, and above all, our own motivations. Why are we here? Does the job program director constitute a means of continuing the coveted role of "Big Man on Campus?" Paul A. Bloland describes the selection of program director or activities director as follows: "Almost any reasonably bright recent graduate can do the job under competent supervision and, indeed, many activities programs have been staffed in exactly this fashion. A former student leader is recruited while he is between jobs, he likes the work, the dean urges him to take courses in student personnel work while on the job, and another activities director is on the way."

On his way to what? Does he understand the hopeful "marriage" of the academic and non-academic worlds? Does he work with one eye to the future and one eye on the present? Does he understand the importance of those groups which possess special ". . . problems that appear to be inherent in their purpose or membership." Can he ". . . understand the unique qualities of such organizations and the ways in which these qualities can be related through activity and program to the institution's educational purpose."

If the answer is yes to the above, then he is well on his way to being a fine "student personnel worker." I'm afraid that when these same questions are asked of the program staffs of unions across the nation, a resounding "no" will be heard. In the past six and one half years, it has become apparent that the basic program in any union is sadly lacking—lacking in creativity, desire, and above all, in competent people. All too often

we hire the former big man on campus to continue with an area that is functioning the same as it was ten years ago. In a typical year, we may incorporate one new idea – but we tend to spend more time on "block booking" and "big name" campus entertainment. As a result, the emphasis on the development of the social, cultural, recreational, and educational activities dwindles. We on our campuses are not alone in this. This Association, in my judgement, is paying lip service to its reason for being and helping us all build multi-million dollar plants that double as both conference centers and human service stations. More emphasis has been placed in recent years on food service facilities, budget planning, landscaping, and the Association's internal development, than on the development of the student we are trying to help educate. While union directors and program directors assume these responsibilities, the residence halls, religious centers, and student governments have taken the lead in helping prepare today's college student for his role in tomorrow's world.

The student union movement is dead? As it stands now, I would almost have to agree with my friend the Vice-President. And yet, perhaps not all hope is lost. There is still time to evaluate our reason for being. There is still time to look at each activity we plan with an eye on the student of the sixties. Are we offering the student who is waving his student bill of rights the opportunity to have some of his demands? I am not advocating lock, stock, and barrel turn-over of the University, its curriculum and policies to "the students." What I am advocating is the realization that today's student can, and given the opportunity – will think. I am advocating the role of the program director in an educational process – allowing things to happen but channeling them into a learning situation. The majority of the students I work with are somewhat in awe and somewhat disgusted with the antics of the Anti-Vietnam groups, the draft card burners, the S.D.S.'s etc. Yet, such groups hold a particular magic until all facets are known. Often when the particular magic is understood, the interest wanes. But whether it wanes or grows, why not, through the union, let these groups speak in a student pre-determined environment and allow the average student the opportunity to decide.

The new problems cannot be dealt within the same ways used five years ago or five weeks ago. We as "professionals" must anticipate change and be ready for it. We must be ready to give up aspects of our own programs to agencies that are better equipped, better staffed, or have better opportunity to take care of them. We must be ready to share responsibility and resources with other campus agencies in order to fulfill the many needs of today's student. We must be ready to accept and build new programs when there is no other agency available to do it.

Above all, we must present ourselves as models worthy of emulation by students. We must view student activities as educational and then work with organizations and programs as teachers – applying the varied principles of learning psychology to both formal and informal group situations so that educational goals can be achieved. "This can and should be accomplished without paternalism or authoritarianism, but the teacher must be willing to influence students and exercise his extra classroom leadership in educationally desirable directions."

The role of a program person is not an easy one – those who think it is, based on my experience, are in the wrong business or have a lot more thinking to do. How much easier it is to tell the group or individual what to do or how to do it. How much better you as a professional look when each event goes smoothly. But how much better you feel as an individual if you know that they, the students, have completed the event and a worthwhile learning situation has been created.

As a program director, I cannot say that I have always created the best educational experience; that I have not pitched in and salvaged a program; that I have not been autocratic in my approach. What I can say is that I have regretted each incident and vowed anew to try to create that doveted ideal situation.

The student union movement is dead? I don't think so. Perhaps a little wilted, but a good shot of competence, professional commitment, and interest will revive it.

Phyllis Marshall
Director of Student Organizations
University of South Florida

In order to discuss student organizations of today, I wish to present excerpts from the current statement in the *Student Bill of Rights and Freedoms* which has been written in cooperation with the American Association of University Professors, the Association of American Colleges, the U. S. National Student Association, the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselors, the American Council on Education, Association of American Universities, Association for Higher Education, Association of State Colleges and Universities, and the American College Personnel Association. This statement will be submitted to the governing bodies of these organizations for their appropriate action. It makes the following statements concerning Student Affairs, under Section IV:

In student affairs certain standards must be maintained if the freedom of students is to be preserved.

A. Freedom of Association. Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

1. The membership, policies and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required, each organization should be free to choose its own adviser, and institutional recognition should not be withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition.

5. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed or national origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

B. Freedom of Inquiry and Expression.

1. Students and student organizations should be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately . . .

2. Students should be allowed to invite and to hear any person of their own choosing . . .

C. Student Participation in Institutional Government . . . The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

D. Student Publications . . . Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publication, and the limitations on external control of their operation.

At the University of South Florida, our Bill of Student Rights includes the following statement as Section IV:

> Students shall have the right to organize and participate in student organizations free from unreasonable restrictions, limitations, or discrimination. Activities of student organizations shall be likewise free from such restriction or discrimination. Affiliation with local, national or international organizations shall not be, of itself, grounds for restriction. Activities of individual members of a student organization which are not performed in the name of that organization, or for the benefit, profit, or purpose of that organization, shall not be grounds for the application of restrictions upon that organization.

Administrators of the University are now meeting with students and faculty to review this Bill of Rights written by a student committee appointed by the Student Association. We have been working since January to complete a Bill which would be in agreement with the Florida Statutes, the Board of Regents Manual, and the Executive Committee of our University. These student freedoms are the subject of vigorous debate and have not been voted on by the Executive Committee or by the total student body. It has been approved by our Student Association Legislature which hopes to have it completed for a student referendum during the spring or fall quarter.

A few historical facts may be pertinent to an understanding of the way our student organizations have evolved to their present struggle for greater freedom and autonomy: Colonial colleges reflected the dominance of religion and its concern for the development of character through disciplined moral and ethical preparation for leadership. The students began to rebel against rigid rules and against the limitation of their activities to the religious areas. From this rebellion developed the literary societies which provided an opportunity for them to discuss and debate current issues of the time. With the advent of Greek letter fraternities in the early 1800's, an area of student life was initiated that became competitive with the goals of the institutions and universities saw the demise of literary societies.

Following the Civil War the faculty turned to research and scholarship and spent less time with the supervision of student life. Students then began to develop their own extracurriculum without the advice or guidance of the faculty. As a result, students' time spent outside class failed to reinforce their academic pursuits. Educators began to search for ways to unify the campus through the development of the student as a total person whose experience in and out of the classroom added to his growth.

At this time the student personnel movement became a reality. By again associating student activities with the academic area of the institution the classroom and the campus could work together for the development of an improved program and an improved individual.

Today our student organizations and their activities are more relevant to the educational objectives of higher learning. Some examples of this relevance are the frequency of student-faculty committees sponsoring speakers, forums, debates and joint symposia on a variety of subjects which provide a cultural feedback for the intellectual material presented in class. While the lecture hall and the extracurriculum are not yet completely integrated, they have advanced into the arena of academic concern and are no longer neglected by faculty and administrators.

Advisers to student organizations can assist in the development of a program that will bridge the gap between the two areas. We consider the activities of student organizations as learning experiences and therefore contributions to the goals of education. The relationship of the adviser to the organization may determine the future of the group. If he is only an adviser listed on a University administrative form it is likely that the group and its program will not accomplish its goals. But if he devotes interest and guidance to the group he will assist in the development of a mature organization that will present a quality program which complements the academic proficiency of the campus.

We administrators must inform the adviser and the organization of the boundaries within which they are free to operate. If we have made every effort to assure their awarness of these boundaries we then must assume that their activities and programs are their own responsibility. We must learn to delegate responsibility because, by defining the limits of organizational freedom, we are assuming that the group is capable of directing this freedom constructively. If we assume this responsibility rather than delegate it, we are infringing upon its freedoms.

If responsible and dedicated individuals are to continue in the union program area they must receive the responsibility of the position as well as the title. The program director and his students should have the opportunity to meet the challenges and potentials in the academic community without the rigid control of the director. They possess the ability and the stage to develop unique programs. By sharing their knowledge and experiences with other agencies within the student affairs area they will be strengthening the total development of the campus. An example can be found in the tendency for residence halls to enter into student programming. While residence hall personnel are skilled in carrying out specific problems in on-campus living, they could profit from the wealth of programming skills available in the union.

We in the personnel field have received our training in the development of total individuals rather than in a particular discipline. In the activities area are we fulfilling this responsibility? We are not unless we face the challenges of today. We must recognize the changes and re-evaluate our current purpose. One of our most important contributions can be the redevelopment of the trust between student, adviser, and administrator. Dr. Paul A. Bloland, Dean of Students at the University of Southern California, states that "unless the student personnel program, and particularly the activities staff, can both take advantage of and contribute to this growing concern and opportunity it will be left behind to handle the housekeeping while the *real* educators explore means of utilizing the extracurriculum for educational purposes . . . We can either participate in the educational process or stay isolated from the mainstream of the university."

Where are we now? We are in the midst of a change in the purpose and programs of student organizations. These groups include political action groups, academic groups, academic groups sponsoring controversial speakers, student publications trying to differentiate between freedom and license, student governments seeking more freedoms in order to determine their responsibilities and religious groups devoting their time and teaching to the areas of civil rights. These are only a few of the student areas searching for a place in today's society.

Karen Peterson, Program Director
LSU Union
Louisiana State University

The one basic common denominator seems to be that – in one form or another – a program staff, be it comprised of one or several, does exist, and it is to be reckoned with! It may have the "rebel" instinct, not willing to accept without question the time-worn phrases of unionology, perhaps it believes in what it is doing, saying: ACU-I take notice! You have given birth to a breed of people who do not always conform, who cannot afford to indulge in self-commendation, who say to the organ which creates us – take another look. We may not expect total agreement without views; none of us says we have the answer, but we all say: "listen to and think with us for these few moments." Perhaps in the quiet moments of self-thought and introspection we can start anew and with a fresh purpose.

"Why a Program Staff?" My answer: "Why not?" Let's face it. Program staffs exist in some form or another in almost every college union in the country. Program people have been brainwashed with the idea that the essence of a college union is the program. We have been told this and perhaps believed in it even as we see the emphasis placed on new facilities, better business, more profits. We have felt it when the

pressure comes for professionalism and high quality product from our program departments. We have lived it as we try to reconcile the balance between providing an educational atmosphere in which students can learn and presenting a program of some worth to our various campuses. So let us not badger ourselves with the fact; program staffs do exist. Their members practice for any number of reasons, be it money, something to do, a plateau while we're looking for a better job, a sense of true dedication to the educational effort; whatever the reason, we are here. Obviously this "structure" as set down by the Association deems program staffs necessary. We fit, quite neatly, into the framework of a college union. We are provided for in the credo; we are provided for in the operational budgets. So let it go at that.

Need we justify our existence? I think not, unless we are not doing the job. Need we pat ourselves on the back? Generally no. But there are some times, if only for the justification it gives us when few others do, that we engage in a little self-appreciation. The question then to me is not *why* there are program staffs. If we don't know on our own account, we can pick up any number of periodicals, books, journals which justify to us the role of a student personnel worker. One such journal is *The American College Personnel Association, Student Personnel Series No. 8.* The entire journal is devoted to a paper presented by Paul A. Bloland, entitled "Student Group Advising in Higher Education," in which Dr. Bloland gives a rationale for the extra-curriculum, an approach to the advisor's role, general responsibilities of the advisor, some advisory techniques, the student personnel function in activities, the student personnel point of view, and some problem areas in student group advising. A little closer to home, our own Fan Taylor, formerly at the University of Wisconsin Union, has presented a paper which to most program people becomes the "bible" for student advising. Most of us in our college unions have written some sort of local union philosophy, delineated the advisor's relationship with the students, with the director. These written words are at our fingertips, should we seek to find answers. The question then is not *why,* but *what* are we doing with program staffs today?

Now, admittedly, there are dangers in getting too self-involved. In the first place we can easily put ourselves into the position of the world's saviors of the young collegiate. We can easily say without us, student activities and student programming would be nil. And we can quote examples which would fortify this position. Each one of us has had a student after he has long gone from our program come back to say how much the Union meant to him and what help we as an advisor have been. But how sad if we rest on this self-indulgence.

Another danger: we can easily put blinders on our own lives. We can become so caught up in the dedication of our work and so exaggerate its importance, that we have very little else to offer to our own lives but the hours we spend at our desks. My favorite expression for such a situation is that we become nothing but "bubbleheads."

A third danger in this self-involvement is that we fail to see that we are simply doing a job like anyone else. Naturally we think it is important or we wouldn't be doing it. But the thing to remember is that it is simply a job. It may make a difference in someone's life; it may make a difference on the university campus; but, on the other hand, it may not.

This leads me to the fourth danger. And that is that we may think of ourselves as indispensable. We know, or should know, that nothing could be farther from the truth. The students can, without any sage advice from us, present a program. Speaking of this "indispensable attitude" we sometimes fall into, I remind you of a poem with which I am sure many of you are familiar.

INDISPENSABLE?

Sometime, when you are feeling important,
Sometime, when your ego's in bloom,
Sometime, when you take it for granted,
You're the best qualified in the room.

Sometime, when you feel that your going
Would leave an unfillable hole,
Just follow this simple instruction,
And see how it humbles your soul.

Take a bucket and fill it with water
Put your hand in it up to the wrist;
Pull it out, and the hole that's remaining
Is a measure of how you'll be missed.

You may splash all you please when you enter,
You can stir up the water galore,
But stop, and you'll find in a minute
That it looks quite the same as before

The moral in this quaint example,
Is do just the best you can,
Be proud of yourself, but remember
There's no indispensable man.

My contention then *is* that we properly should ask ourselves *not* "Program Staffs - *Why*?" but "Program Staffs - *What*?" Therefore, I share with you four of my ideas as to what I believe this is all about. The first "what" is that a program staff facilitates the job. I mentioned previously that the students without any help from us could put on a program. I believe that but I also believe that having an advisor, be he a program director, a program advisor, or the director of student activities or the director of the union, enables the student to explore a little farther his own ideas of programs; hopefully, with a degree of excellence. In hard, cold, factual terms, we are a commodity of service which expedites a function. Personally, I do not think that is so negative. If we do our jobs well, then it will mean something. How we go about doing our job well is the key. If we go about so intent upon establishing the prerogative of our position, upon justifying our existence, of bemoaning the fact that no one really cares, instead of tackling the challenge of providing the proper atmosphere for the students who walk into our offices, instead of cutting hours of red-tape for students, instead of being troubleshooters – obudsmen of programming – then we deserve the criticism which we receive.

A second "what" involves a little deeper thought. One of the problems which faces us not only as program staff, but as individuals in a rapidly advancing technological world, is the growing amount of leisure time. Sometime ago Chet Berry suggested that perhaps a "moral equivalent" for work would be the satisfaction of man's instinct for idle curiosity, and that much of this moral equivalency will be found in the area of social action, that the future society will call upon its citizenry to exercise effective and mature social responsibility and action in a manner increasingly more vital. The implications for the college union movement, as he so ably illustrated, are overwhelming! What do we, as student personnel "servants," face in our day-by-day work and in the future planning? How can we prepare our students for this future – a future which, at best, can only be surmised because it is at the mercy of man's reasoning and imagination?

Margaret H. Merry has asserted that the truly great moments of life are those solitary moments (whether alone or in a crowd) when the meaning of life, of education, comes charging through. When in our pause, at that moment when we are totally and completely to ourselves, we find that "to live fully when nothing is happening, nothing at least external to the mind – this is creative idleness, creative leisure." We, you and I, are in the uncomfortable position of doing something about the use of leisure time. Leisure time can be a boon or a boondoggle to our life. The obvious pitfall – and resulting tragedy – is that unless education provides the means to prevent it, men will begin to face this privacy – regardless the number of hours or minutes – with horrid, lethargic ennui, boredom! And what a tragic waste of human resource! We, as college union personnel, have to do something about it. We must provide opportunities and climates by which and in which the students may inquire, probe, search with excitement for ideas, in which they may find fun and satisfaction in intellectual activities.

This brings me to the third function of a program staff. By our very existence we stand as the battle of lethargy. The true enemy today, as I see it, is passiveness, lethargy, and thoughtlessness. It is phenomenal to consider that man might overlook the *one* trait which makes him superior to all other animals on earth, that man would misuse his special privilege, that man would not use his power to reason and think. It will be our ability to reason and think for ourselves and our courage to stand for what we believe to be right and true and proper and our responsibility to integrity of purpose which will enable us to meet the challenge of our education and of our life itself today. And by our existence we as a program staff must provide the atmosphere for the students to battle the tendency to do nothing and care little. Dr. Harold Taylor sums it up neatly with this statement:

> Students need time to learn. They need the experience of reading books of their own choosing; they need to attend concerts, talk to their friends, write stories, write papers which have depth and are not merely obligatory tests, enjoy the community life of the college, join political organizations, and grow into their intellectual maturity by having a chance to be by themselves without the pressure of constant social and academic obligations. This is what being a student really means.

And to provide the atmosphere for this student to "take his time" is, in my estimation, the "call to battle" for the college union program staff.

The fourth task we face is that of the pivot point. Robert N. Hubbell in an article in the March issue of *College and University Business* entitled *Can Colleges Really Ease Student Pressures?* says,

> College students decry many things these days, but this is not an unusual condition. Inquiry and diagnosis have been hallmarks of intellectual curiosity and essential ingredients in any progressing civilization. American higher education in the late 1960's is being pressed to make its effort relevant to the lives of those whom it serves, namely, its students. Tradition and habit can no longer stand on their laurels unless buttressed by substantial rationale, as far as students are concerned. Everything is being questioned and held up to their light of justifiable performance. Many bastions already have fallen, e.g. rigid rules and regulations governing social behavior, and many others are under siege.

It is our duty, then, to make sure that our own traditions and habits no longer stand on their laurels but that our own performance can be held up and receive positive judgment by the students we serve in the light of justifiable performance. If we do not perform as a pivot point for the "new" student, then we are kidding ourselves and might do just as well to pack our troubles and joys in our bags and leave.

Now that I have gone out on the limb and shared with you my beliefs on being a program person, I must be realistic and ask, is this what the program staff of which I am a part is doing? In some respects, I would say perhaps yes; but in many other respects I must admit to the "no." On our campus just last week the student body overwhelmingly voted in a bill of rights. Now this bill of rights states no more than the Bill of Rights of the Constitution of the United States. It provides no more than those rights which are basic and inherent in a free democratic society. But the important thing is that the students felt they needed to have their own set of rights. The student body president urged the passage of the bill, saying that without it the students are not guaranteed any protection from infringement by the University. This is a warning to me, a warning that perhaps student personnel efforts have not been communicated in the language the students of today understand.

In our own union, again, we have faced more this year than any other year the resentment of Establishment, whether the Establishment be the university administration, the union management staff, the tradition of a standard program, or the presence of an advisor at a meeting. Our staff is deeply concerned that we convey to the students the relationship of partnership, rather than protection.

A third example, again an example of a local situation, is an editorial appearing in a March issue of our daily student newspaper. Allow me to quote portions of that editorial to you:

> The idea of student responsibility is headlined, bannered and blared at every student encouraging him to take up "leadership" rules on campus. The Union, SGA (student government), AWS, and virtually every campus organization beckons student aid. Then they yell that "students program," "students make our rules," "students call the shots," and so on. But it is time activity-minded pupils realize that there is some doubt about their real authority to make final decisions.
>
> In every campus organization, there are advisors. In most, the advisors are dominant, overbearing people who must know everything that is going on. They have been in the organization longer than the students, and they expect to stay longer. Because they know the score, because they are held responsible by higher-ups, they consider it their duty not to let the youngsters goof.
>
> When students have ideas that advisors like, everything is hunky-dory. Students make the decisions. But when young people come up with suggestions that are frowned upon, they are obliged to "talk it over." In private offices all over the campus, students each day come to their senses in discussions with their advisors.
>
> As a result, students rarely make mistakes. They also rarely make decisions. Programming, which might be expected to have an innovative flair, is the same stuff every year. Student-made rules, instead of being revolutionary, remain reactionary. Student interest, instead of being inflamed, lies dormant – waiting for a kindling spark.

I could continue with other portions of the editor's remarks, but I think you have the idea. I share with you the problem which I face, not as a self-confession; but I think that the criticism levied against advisors, and admittedly the advisors were not solely in the Union or even necessarily in the Union, can be shared to some extent by us all. The question remains, "are we doing the job?"

The fact is that the university assesses so many dollars each year *for* the advancement of co-curricular activities; the university approves a college union and improves the employment of student activities personnel; the college union has a sizable budget for programs. The university today believes in total development of the college student. The university believes in its obligation to provide that opportunity. Without such opportunity, most universities recognize that they would be nothing but factories for booklearning. So let's face it, we're here. Let's not be caught up in why. Let's concentrate on what we're doing, and the why will become evident.

THE INDIVIDUAL MEMBER IN ACU-I

Edwin O. Siggelkow, Director
Coffman Memorial Union
University of Minnesota

This paper should 1) provide background to the establishment of the individual class of membership in the Association – especially the Professional, 2) outline the benefits which accrue from personal, professional membership and 3) explore some of the potentials and conflicts of this class of membership.

While I was chairman of the Professional Development Committee the proposal for a class of individual membership, in addition to the established institutional membership base, was first made. The rationale for the proposal grew from thinking that the institutional membership provided a solid foundation, financially and conceptually, but the growth of the Association and the diverse professional staff working with the campus union organizations, demanded more opportunity for individual identity with ACU-I as a professional organization.

HISTORY

In the beginning the Association was essentially an organization of students with a few staff members and those faculty who were allied with students in their quest for a union. For many years the Association was an organization of students and staff, meeting together in annual conference made up of joint and separate sessions. Through most of this period union buildings and organizations were smaller and less complex and the discrepancy between institutional membership and individuals as representatives was minimal.

In 1953 it was determined to make the annual conference a staff conference because of the growing number of delegates. To meet the student intercollegiate contact needs (at less cost or at the same cost but benefiting a greater number of students) the regional conferences were established. By 1963 it was apparent that we had moved a great distance as a *professional* association, involving many levels and kinds of professional people. The Professional Development Committee, formed in 1957 as the Committee on Training and Standards of College Union Personnel, was one example of the new professionalism. Other new standing committees and the growth in publications gave additional evidence.

1963-1968

The recommendation to provide a class of individual membership, other than honorary, was adopted in 1963-64 and 120 individuals elected to evidence their personal identification by paying the $6.00 fee to become what was called then an Affiliate Member. In 1964-65 the number grew modestly to 137.

At the 1965 conference the Professional Development Committee asked for a differentiation of individual members into two classes: Professional, for full-time professional staff; Affiliate, for full-time graduate students enrolled in a program of studies related to the college union field. This was approved and with it (because of it?) memberships rose to 250 in 1965-66.

Last year we had 371 individual members and this year, as of March 5th, we had 396, of whom eleven are Affiliate or graduate students. We're making progress but more needs to be done. We probably are interesting less than one fourth of our potential.

BENEFITS

With the institution of individual memberships we obviously had to furnish benefits beyond a membership card. Initially, the benefits were: 1) a subscription to the *Bulletin*; 2) use of the employment service at no added charge; 3) a copy of the *Proceedings* of the Annual Conference; and, 4) informative mailings including conference information. This furnished personal desk copies of the regular publications of the Association and the value of this was made evident to me when I left the Duluth Campus last summer. I was able, in clear conscience, to take with me as a personal resource, the *Proceedings* and the *Bulletins* for the previous four years – and to leave behind, for my successor, a complete file of Association publications.

With the publication of the last *Directory*, in 1967, Professional and Affiliate Members were listed in addition to the roster of member unions. This gave them more visibility and insured that those with a personal, professional interest in ACU-I who might not have been included in the roster of four staff permitted for listing under the member union category, would be listed. Another level of personal communications became possible.

At this past fall's meeting of the Executive Committee it was voted to approve, on the recommendation of the Professional Development Committee, a ten percent discount to Professional Members when purchasing Association publications for their own personal use. This is intended to encourage a broader range of materials as personal, desk resources. We are keenly aware that too often Association publications are either kept in remote, "secure" locations or, if pushed out for maximum exposure that they too readily disappear. If member unions buy multiple copies for broad exposure (especially by student-faculty board members and committee workers) that's good. But it is even better to encourage individual staff members to own personal copies and to have, at arm's reach, the professional resources for reference and use with students. This characterizes an informed, professional person.

As part of the continuing interest in reaching interested, qualified people in college union work to aid in the work of the Association, I, in cooperation with the chairman of the Professional Development Committee, developed a form to solicit volunteers. In the case of Professional Members we were able to rifle invitations to each to file his interest and willingness to serve the Association last fall, shortly after a general announcement of the same opportunity appeared in *Bulletin*. Where the broadside announcement brought slight results, the invitation and enclosure of an Interest and Participation Information Sheet, sent to Professional Members, brought nearly a fifty percent response. Of twenty vacancies to be filled for the standing committees for the coming year, fifteen were filled by individuals volunteering their services via this new form. Thus, although every interested person is urged to lend his talents to move the Association forward, we are able to make the appeal personal only to those who had taken the initiative to make themselves known as individuals.

Norman Moore, current chairman of the Professional Development Committee, developed and sent a questionnaire to all Professional Members soliciting their opinions and suggestions for expanding the values of such membership. Our ability to questionnaire more broadly, will enable the Association to improve its understanding and awareness of developments.

And finally, meetings of Professional Members enables those who want more information about this class of membership to get it. Those holding such membership can voice their interests, their criticisms and their desires for further progress. I strongly suspect that there will be many annual sessions in which the Association can receive feed-back from a broad cross-section of individual professional workers.

With the establishment of a full-time central office and the Executive Secretary position, dues for institutional membership were increased substantially Our institutional base of membership has thus been shown to have new importance. To some, this base of membership, in terms of official actions and voting, detracts from the Association's status as a *professional* organization. I would suggest the Association of College Unions-International is not simply a professional organization – it is that and more. Our student membership makes us unique in higher education and, as I read the import of Berkeley and "student power," we have a 54-year history of enlightened joint participation which could well be a model for others. I am convinced we have done as much as any and more than most professional organizations to fulfill the professional needs of college union staff members. We have served our student-faculty constituencies well, too. And we can build on what exists and go further to fulfill the need for identification and participation by all of our diverse members. An either/or approach to defining the Association's purpoase would be regressive.

Christopher Knowlton, Director
Indiana Student Union
Indiana University of Pennsylvania

My quarrel is not with the individual membership ideas, but with the use of the word "professional" in the Individual Professional Membership. The top of the list inducements for Individual Professional Membership in the November 1967 newsletter read – "A membership card which identifies you as a professional member of an international educational association."

To me the word professional stands for something. To call a person a professional is to imply that he a person of high integrity, of high ability and high responsibility. When this Association gives a person the title of Individual Professional Member, and does not give him any attendant rights or responsibilities, it is turning the word professional into a meaningless term. On our campuses, we work every day with students who are tired of pretense, who are tired of hypocrisy, who are seeking an honest, participating role in the life of their colleges and universities. If we are to work honestly with these students, we cannot accept in our own organization anything less than the highest standards of integrity. When we endow a person with the rank of Individual Professional Member, merely by accepting six dollars, and if we do not require of this person any responsibilities to maintain his membership, we are not being honest with ourselves.

I thought it might be of interest to determine how much real importance the Association places on Individual Professional membership. Towards this end, I surveyed the pages of the ACU Directory. The survey revealed that five of the seven national officers of the Association are Individual Professional Members, as well as six of the nine members of the Professional Development Committee. So far so good. Then we turn to our Regional Representatives. Of the fifteen current Regional Representatives beginning their terms this spring, *none* are Individual Professional Members. Four of five Individual Professional Members are retiring, which means that starting on Thursday only one of our fifteen Regional Representatives will be an Individual Professional Member. The Individual Professional Membership does not fare well in the other committees, either. Two of the ten members of the Publicity and Public Relations Committee are Individual Professional Members. Three of the twenty-four members of the Recreation Committee (including Regional Coordinators) belong.

It might be reasonable to conclude that the greater number of our officers and of the members of the Professional Development Committee have taken out Individual Professional membership because they somehow feel that they ought to support it, but Individual Professional membership is obviously not a criterion for selecting new leaders of the Association, and rightfully so, since such membership is at present a classification with little meaning.

There is another telling piece of evidence in our Directory of the lack of seriousness with which the Individual Professional Member is regarded by the ACU-I. The individual membership section is headed – "Professional and Affiliate Members." The professional membership classification and the affiliate membership classification, which is for graduate students, are lumped into one alphabetical listing. Anyone outside the ACU, if not many of our own members, would assume that the professional membership list included the leaders of our profession. And yet we mix them in the same list with graduate students who have not even entered the profession yet or who are only working in it part time and are as yet totally unproven.

In a way, the group that concerns me most is the newer staff members, who may take out the Individual Professional membership with great expectations. The Professional Development Committee has very clearly implied the limitations as well as the advantages of the Individual Professional membership in his promotional mailing. However, I fear that many people may not have read this carefully enough and may have taken out the Individual Professional membership under a misconception. When these people find that it doesn't mean much, when they find that it does not include voting rights or other privileges or any responsibilities, I am afraid that they may become quite disillusioned with the Association. The new people who take out this classification represent the people of responsibility and high integrity whom we need to take the Association of College Unions to new heights of service. These are the very people who will find it hard to tolerate a meaningless classification and who may become so disgusted when they find out what an Individual Professional Member really amounts to that they will be reluctant to offer their services in the future.

As it now stands, the Association's Individual Professional membership takes an untenable halfway position. We need to decide whether the individual member should have a larger role in the Association of College Unions. We need to decide whether enough of our members are concerned about taking a more formal role as individuals in the Association to move towards building into our structure a responsible role for individual members. I am not at all sure that this is a matter of widespread concern. If it is not, then we should simply offer a subscription and employment service to individuals, and drop the pretense of a professional membership. If it is a concern, then we must move toward building up this membership classification to the point where it has definite responsibilities.

THE GAME OF LEADERSHIP: SOME TECHNIQUES AND METHODS – THE CASE STUDY

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The maxim that there is nothing new under the sun – implying, of course, that students today are the same as students of earlier times – is an apathetic expression that has led seemingly nowhere, and has possibly, even probably, inhibited the development of new approaches to both old and new situations. Although we are now beginning to accept the change that is so markedly being brought to bear on the university, and even to take some pride in this acceptance of change, universities continue to struggle through each confrontation, to struggle between mounting forces for change and the natural desire for stability and equilibrium. How is the university and the union within faring? What about the future?

The 1968 union is unfortunate, if it is not the center of action and activity–because its opportunities, and more importantly, its responsibilities, have never been greater or more crucial. Something is lacking in a union if the most vocal of the student body, the faculty, and the administration do not have a forum there. The claim that the union serves as the "campus living room" may seem a bit old-fashioned or even paradoxical in an actual union, since seldom does a poster, a campaign, a debate, a film, or a program reflect the security of home.

This *case* was developed after several months of discussion about problems currently faced on campuses. Although the university described does not exist, the situations incorporated are based on very real problems which do exist in unions and reflect research done in several different unions. If a reader is able to sense a situation which might be developing on his campus, both the case and the method will have proven worthwhile.

The *case method* has been assessed as one of the most satisfying and constructive of the human relations inventions. Developed at Harvard University Business School during the 1920's, it has gained widespread acceptance and is perhaps more applicable today than during its development as a problem-solving technique. Its procedures involve learning by discussion of a situation or a group of situations which are as close to reality as possible.

The case method is geared toward the individual participant, The individuals in the case method group are confronted with life-like situations with which they hopefully can identify. The case itself is the stimulant of the discussion, and the individual's personal involvement comes through the expression of his own opinions, ideas, and feelings about the case. Through the experience of group discussion, the individual is exposed to a variety of viewpoints. He is encouraged to formulate and express his own ideas, and consequently to learn about himself. He is allowed to test his beliefs against the beliefs of others in the group and he is given an opportunity to deal with and confront others objectively.

Two common criticisms of the case method should be mentioned. A case cannot give *all* the facts needed to arrive at a truly adequate solution. This isn't very different from a real life situation. Most decision-making relies on (1) the ability to survey what we are given as fact, (2) the ability to make reliable assumptions and (3) the ability to use good judgment.

The second criticism is that there are no"right" and "wrong" solutions to cases. This is only being realistic. How greatly simplified would our lives be if any of our decisions could ever be based on black and white, wholly right and wrong, alternatives.

The goals of the case method included viewing situations from varying vantage points, making and testing assumptions, gaining experience in exposing and testing personal feelings and ideas and in dealing with others with different views. It is a tool in learning to think when involved in situations.

The case which follows is intended to provide practical exposure to the case method, and to show its practical value when applied to union leadership in the campus dilemma.

Case Study: The Wilson Memorial Union
Situational Resume

Situation I: Union Director and staff discover that the Student Activities Director will move his office from the union building to a center for student services which presently houses the Deans of Men and Women and the Guidance and Counseling Services.

Situation II: Student Government has decided to create a cultural-social committee which will duplicate the function presently served by the major Union programming group.

Situation III: A student activist group organizes a controversial program, extends invitations, contacts well-known figures, alerts mass media and press, distributes advertising then demands use of an auditorium facility already scheduled and reserved by another student organization for a traditional campus event which has been declining in popularity and response in recent years.

Situation IV: A student activist group badgers a traditional military organization in an area of the Union set aside for tables, manned by student organizations for publicity and membership recruitment.

Situation V: Campus security force will not respond to calls involving problems in the Union.

* * *

Place: University Campus, 1968. Student population of 10,000

Characters: Doug Francis-Director, Wilson Memorial Union
Sam Schafer-Assistant Director, Wilson Memorial Union
Dr. Pond-Coordinator of Student Activities
John Turner-Student activist organization leader

The Wilson Memorial Union

Doug Francis, the Director of Wilson Memorial Union, had just been informed that the Student Activities Coordinator had confirmed his plans to move his office from the Union to the Student Services Building which presently housed the Deans of Men and Women and the Guidance and Counseling services. Doug had heard of the proposed move months earlier but felt there was little serious intent involved. More immediate concerns had occupied his mind at the time he had put the matter out of his mind. The phone call from the Dean of Men left Doug uneasy about the probable effects of the change on his Union operation.

Sam Schafer, Assistant Union Director, overhearing the conversation, had expected the move, and left the office. Sam's background was quite different from others of the administration with whom he worked directly. Sam was a graduate of two state universities and had received his Master's degree in student personnel work. His boss, Doug Francis, was a business administration graduate and had moved into the Union directorship from the position of Assistant University Business Manager, a post he had held for ten years. Dr. Pond, the Coordinator of Student Activities, was a psychologist, a University alumnus, a man who often reminisced over his years with the University which had seen the institution grow to its present size of 10,000 students and campus of over 400 acres.

The Coordinator's move to the Student Services Building would be a tremendous blow to Sam's programming efforts in the Union. The Program Council which he advised would be further pressed to program adequately for all of the members of the campus community without the direct involvement of the other student organizations. The Program Council, a subsidiary committee of the Union Board, was already facing the distressing plan of the student government which intended to establish a competing social-cultural committee. Sam saw the major focus of programming slipping toward another building and reflecting another philosophy. With Dr. Pond's move, the student government might want to be based in the Student Services Building. The center of student organization support would be more than likely to move with him.

The contrasting philosophies of the men involved had become apparent. It struck Sam that Dr. Pond had three years earlier looked forward to the atmosphere and surroundings the new Union could offer the Student Activities Office. When the Union opened, Dr. Pond appeared in full agreement with the Director, Doug Francis, that it would take only a short time before a high degree of utilization would be reached by all members of the University community. "With a University growing in size toward one of the country's larger institutions of higher learning, the Union must grow and change with the institution," Doug had obscurely said. "Growth and saturation of the Union building will undoubtedly be the rule only a short time after this new building is opened." Dr. Pond had recently commented that the Union now served the new activist groups rather than the traditional student organizations. Doug Francis had countered with statistics showing that the new Union had shown a several hundred per cent rise in traffic over the old Union. Sam himself agreed that the Union was a place of action but also felt that the Union was perhaps not as busy as Unions on other campuses of the same size.

PART B

Doug Francis was fully aware of Sam's frustrations. Too many problems were erupting that day, however, to take them one at a time. He called Sam into his office to ask advice on a pressing problem forced by a student activist group. Doug needed to talk with Sam as he did not wish to call Dr. Pond or the Dean of Men. These people seldom gave him an answer which he could see made any real sense, and they were certainly too soft-hearted when it came to disciplining students whose behavior overstepped the bounds of propriety. Doug had no time for double-talk about 'dialogue' and more conversations about the motivations of the activists. And, furthermore, it would look like the financial affairs people couldn't solve their own problems.

"Sam, our activists are at it again." He went on to describe how a campus group had invited a self-confessed draft-dodger to speak on the advantages of a temporary move to Canada in the Union's largest auditorium. According to reservations clerk who took all room reservations and controlled space utilization, the invitations to all the local and national press and television had been extended, signs and posters covered the campus and city, and a crowd of several thousand was expected. "Sam, the Greek Week Skit Night had already been scheduled for that auditorium. The activists didn't bother to make any request for the space until now."

The Greek Week Skit Night was the kind of "rah-rah" event which had been declining in popularity for several years. The Greek Night added another dimension to Doug's concerns. "Students are causing me one financial problem after another in the operation of the Union. Somehow we haven't succeeded in letting them know that their activity fee doesn't cover the cost of operating the Union. The Greeks feel that the Union has not supported them. They have no idea of the costs involved in their set-up which includes lighting and sound and all. And now the activists are clouding the issue. The students won't let me run a clear-cut operation here."

In the past several years, student protest, thefts from the bookstore, demonstrations over seemingly stupid issues and down-right bad behavior seemed, to Doug, to have increased at an alarming rate. "The activists are not only disrupting the smooth flow of academic life, they're giving the University a bad name," Doug muttered. "Why those student affairs people don't do something about this is beyond me." Whatever the outcome of the reservation situation, Doug was certain it would cost him a "bundle."

Sam thought back to an article he had recently circulated from the *College Student Personnel Journal* which asserted that the traditional student activities seemed less and less important to the modern college student who appeared to be searching for "more meaningful" student activities. "More Empire Building," had been Doug's comment; "another magazine–make the psychologists and deans look more important and professional. Why don't these articles give us some concrete guidelines toward solving our practical problems in working with students? " Dr. Pond's reaction had been that, "Some of this is sheer nonsense. Based, as well, on some improper researching; the technique didn't account for the static factors in environmental press. As far as I'm concerned, in seventeen years around here, both as student and Greek systems, the homecomings, the spring balls–all of these are steeped in tradition that will take a hundred years to eliminate, assuming we wanted to eliminate them. They help form the core of student activities."

Sam got up from his chair and moved toward the door. Doug had asked him for his ideas on what should be done to solve the problem created by the activists. "What do *you* want me to do, Doug? I guess I'm stuck for a solution. You're the director."

PART C

Doug Francis and Dr. Pond were discussing by phone the problem of the activists who had failed to reserve the auditorium. Dr. Pond had initially viewed the problem as a mix-up in the reservations procedure, but now had to concur with Doug, that the activists were challenging the normal processes. Neither man was certain of how far the student activist John Turner and his liberal society were planning to push the issue. Turner's comment to Doug when confronted with the reservation policies and procedures had been, "Things are changing. It's time administrators learn they don't set policy!" The society had only recently received recognition as an approved campus organization through Dr. Pond's office.

"It's happening right now," called Sam as he rushed into Doug's office. "John Turner and his society for whatever it is are badgering and aggravating the ROTC recruitment people in the breezeway of the Union." Overhearing, Dr. Pond added, "I'm beginning to hear some noise from that area too, which means that there's a crowd gathering out there. I expect most of them are just curiosity seekers, but that breezeway is narrow, and a few pushes and shoves could start something." In working with students Dr. Pond preferred, if he could, to take time to analyze and establish motivations of the individuals involved, and then to take action only if absolutely necessary. "I'd rather not get involved, Doug, but if you run into real trouble," Dr. Pond added, "call the campus security force."

"No good," returned Doug. "Remember the right-to-assemble case. We'd never get a single Kampus Kop over here."

Dr. Pond groaned. Whatever else he may have thought of the Union staff, he had to sympathize with Doug on that one. The President had blown it for the Union (unless the situation required the National Guard) in any cases of trouble. He remembered how the campus security force had bodily thrown a group out of the Union and off campus when that group had demanded the right to gather in a public area; the group, after investigation, were found to be registered part-time students. The President had later reprimanded the security chief and instructed him to be absolutely positive of his grounds before laying a hand on someone in the Union again. The security chief would send no officers to the Union and had told Doug Francis to "deal with your nuts and hippies any way you can."

"It's not my problem, Doug. But let me come downstairs and talk with you and Sam for a minute. Maybe among the three of us we can get something worked out." But how much more comfortable and convenient it was going to be to move in with other student personnel staff, Dr. Pond reminded himself, where he could forget some of the facility-oriented problems and concentrate on the research and student meetings he loved.

PART D

"Well, we lucked out today," Sam thought to himself, "but tomorrow is likely to be a real firecracker." The agitators had been generally unorganized. The Dean of Men hadn't been any help, except to offer to investigate any charges after the fact brought by students who might have been injured or affronted. The Dean hand't seen the whole thing as a real problem. He had used the word "potential" but wouldn't admit that the present situation was explosive as yet. Dr. Pond had shown a flash of interest for a change. He had actually come down to talk to me and Doug about the brewing crisis.

Except for John Turner and a couple of others, most of the students in the breezeway were curious onlookers, but seemingly sympathetic to the anti-war cause. A few physical types had shoved each other, but no punches had been thrown. A few signs had been torn up, two or three of the ROTC people had been forced to climb on table tops but the excitement had died down rather quickly. The Union Board's student chairman, whom Doug saw rarely, except at meetings, had fled the scene virtually on arrival.

John Turner had tasted the potential in the situation, however. He had promised organization and a big, well-informed crowd on the following day. "These ROTC boys who don't know what they've signed up for and who learn to kill in an institution of higher learning aren't going to get a chance to sign anyone else this week. We'll be peaceful, but we'll be here—and we'll block their efforts, sitting in front of their tables if necessary. Mr. Francis, how come you allow this anyway? "

Sam thought back to Turner's comment earlier in the morning when Doug had confronted him with the reservations policies and procedures: "Things are changing. It's time administrators learn they don't set policy."

PART SIX: THE UNION BUILDING

BUILDING, BUILDING, BUILDING: TRENDS IN UNION CONSTRUCTION AND EXPANSION

Bruce T. Kaiser, Director
University Union
Illinois State University

Early in the history of the college union a building became important as a means of bringing people together in a common meeting place and providing facilities to support the program. The founders also recognized the educational role of the building environment. The first union building–The Oxford Union–was erected in 1857 and the architect, Benjamin Woodward, was instructed to design a "very special" building. The union debate societies believed their building should be not only functional but that its attractive atmosphere should induce things cultural and intellectual. Dante Rossetti, William Morris, and others were commissioned to paint frescoes on the walls. Books lined the reading rooms. The beauty of the Oxford Union building and the concept of bringing paintings, books and "conversation rooms" together in a place where students meet, set the pattern for buildings as they exist today.

Houston Hall, the first American union was founded at the University of Pennsylvania in 1896. It provided a building with facilities to fit the needs of a "gentlemen's club." The general philosophy at Houston Hall was to provide students with a "facility for passing their leisure hours in harmless recreation and amusement."

Today we must plan our buildings as an educational and service function of the university. The union's philosophy and program must be planned for the student of the late 20th Century. Students no longer sit in ivory towers: they are much more sophisticated. They are aware of social and political climates and they get involved. They want release from the "in loco parentis" philosophy and seek self-regulation. Students ask for more self-determination in selecting a curriculum and they request responsible participation in university affairs by sitting with faculty/administrative committees. Universities are complex communities with greater emphasis on graduate programs. Enrollment predictions indicate an upward trend until a plateau is reached in the late 20th Century. The student and university needs are different from those of a previous generation. The contemporary building must bridge the generation gap.

In this way a new union presents an important challenge to the building committee, because even though there are strong footings of purpose common to all unions, each must develop an individual personality of its own. Yet, without denying this individuality, it is essential that the union program be properly integrated with the university program, and that the architectural statement of the building support in every way this program as well as the service needs of the university.

Planning for a new union building cannot be a "happening." It must be an orderly process from beginning to completion. Let us examine some planning techniques, the role of the committee, and the contribution of the architect and consultants as they form a planning team to translate program into architecture and construction.

Planning Techniques: Union Building Committee. An obvious preliminary step to planning is the appointment of a Planning Committee. Usually a faculty member is appointed as chairman. However, because each school has its peculiar system of appointing membership to building committees, little can be said about who appoints them. Usually, recommendations can be made to the appointing agency, therefore, it does seem important to consider the composition of the committee. Since college unions today are, for the most part, organizations and buildings which serve all elements of the university family, and since one of the basic tenets of the union is to help hold this family together, it is appropriate to involve all elements in the planning committee. Students will probably support a major portion of the bond amortization and theirs will be the greatest use. The faculty, the alumni, and the administration will be active participants in union programs and services. The board of trustees will be required to give final approval for the project. A member of the board serving on the union building committee could be an excellent liaison with this body. If there is considerable community use of the building facilities, or some misunderstanding of the commercial concept of the project, a leader in the community can be a valuable member. All of the union's constituency should be involved. They will not only feed ideas into the planning hopper, but they should also communicate basic ideas and philosophy from the committee to the total university family. The architect should be not just invited or encouraged, but required, to attend planning sessions from the beginning so that he is able to acquire some sophistication about the college union philosophy as well as knowledge about some of the operating conditions peculiar to this type of building. This type of participation should help make his architecture viable.

Rounding out the team is the professional staff member–the college union director. Many times he serves as the executive secretary of the committee and as chairman of an executive committee which works out details of planning (particularly in the working drawing stage) with the architects. He is the resource member and his operating knowledge is important to planning. Many thousands of operating dollars can be saved by proper planning of space relationships. The director thinks about checkrooms, cafeteria lines, peak bookstore load and many other important considerations. If the union building project is a new one, it is most important to hire the director early so that he is a charter member of the planning team. If proper planning takes place, he can be busy full time for two or three years before the building opens. His salary is a modest investment and a minute percentage of a multimillion dollar project. Should it be impossible to hire the director, an experienced college union consultant as an advisor to the committee is important. Many times both the director and a consultant are used as a team.

Role of the Building Committee: Every committee must first examine the purpose of the union building and how it relates to the campus. Definitive statements of purpose for the union should come as a result of discussions of the planning team, should be recorded in writing, and should be considered the basis for all planning. The thinking and the work of the committee should be dominated by the understanding that a good physical facility must do two things: (1) Support and promote the activities which it houses by a proper functional relationship of spaces, and (2) express through its physical presence a visual statement that is aesthetically meaningful. The primary role of the committee is to define for the architect the program which the building needs to support and to point out necessary functional considerations by providing him a set of written specifications for each space required. The committee should resist the temptations of making architectural judgments. The architect should be given the fullest opportunity to exercise his unique creative skills in interpreting the union building committee's written program and specifications into architectural plans. The committee then examines, criticizes and recommends modifications of the architect's interpretations. A chronological outline of procedure which will effectively lead to the implementation of the committee role should then be established by the committee.

Procedure for the Building Committee: Building committee procedures will vary as they are related to a specific campus situation. Nevertheless, there are certain steps to be followed in the planning process. The following itemization suggests the major elements of planning, and every building committee will, in some way, need to study each of these in order to plan a satisfactory college union.

A. Education - Orientation of Committee
B. Research Conducted by the Committee
C. The Written Program
D. Space Analysis and Written Specifications
E. Cost Estimates and Budget Projections
F. Architectural Design, Detailed and Working Drawings
G. Communications - A Constant

Education and Orientation of the Committee: To provide each member with a background of knowledge about the union, it is necessary to plan a program of orientation for the Building Committee. The director can talk with the group about the historical development of the college union internationally and provide local history of planning. This is an excellent opportunity for him, as a professional, to state his philosophy of the college union and to indicate what purposes he feels the union has on the campus. Another union director and/or consultant and a dean of students could be asked to speak to the committee so that they might have a comparative look at philosophy.

References from Christensen's *An Annotated Bibliography of the College Union* can be assigned to committee members who are instructed to bring back reports to the group. One or two field trips to existing unions is the best way for committee members to see the results of planning, to learn the mistakes of others and to recognize how a union facility can benefit their campus. It is best to travel in a group so that enroute sessions can be held before and after the visitation.

The project architect, along with other members of his firm, should acquaint the committee with the various steps of architectural planning so that members understand what to expect in each stage of the planning process.

Research: In addition to the orientation of the committee members, it is important to continue their education by other research. For example, enrollment expectation in the next ten years is a relevant consideration and a site study should be conducted. Another question might be whether a central facility or multi-facilities would be the best approach to building. Questionnaires should be constructed to determine from the university family what facilities or programs they consider important now and what they might like to see in a new union. Available statistics of the number of student organizational meetings weekly, of the frequency of conferences on campus, of the present union facilities on campus supply important information. There should be special meetings with student, faculty, and administrative leaders to ask for ideas. Adequate parking is necessary to the union building, therefore, traffic and parking surveys should be made. Pedestrian traffic patterns and population concentration should be evaluated.

The Written Program: An enlightened building committee is now ready to begin the process of considering the various kinds of programs it believes could take place in the union building. This should be organized and written as a definitive statement of program requirements. The effective development of space needs should come after an analysis is made of these program possibilities. These written statements are used throughout the planning by the architect and consultants. The following outline, from the Building Committee at Illinois State University, is offered as a possible classification of activities which might take place in a college union. It is by no means conclusive and every union will not necessarily offer all programs outlined.

"A. *INTELLECTUAL*

One of the major responsibilities of any University Union program is the provision of educational experiences which complement those of the formal instructional program of the university. University Union programs of this type must not duplicate what would ordinarily be found in the formal program of the university, but must expand and enrich this program. The following items are presented to illustrate the type and scope of activities which are considered important in any vital University Union intellectual program: Lectures; Debates and Forums; Book Reviews and Poetry Readings; Study; Reading; Discussions; Trips and Tours; Television; Films; and Typing.

B. *SOCIAL-RECREATIONAL*

Part of the over-all educational program of the Union building should include social and recreational activities which have two-fold purposes. For one, social-recreational opportunities in the Union program provide opportunities for students to relax from the rigors of their formal activities. In addition, these social-recreational activities aside from offering relaxation, also offer opportunities for education of a different type, in a setting different from that of the formal classroom. Therefore, it is important to recognize that the social-recreational aspect of the Union's educational program is more than "fun time" and that part of its reason for existence is its educational importance to the young people who find themselves in this setting. The following are examples of activities in this category: Student Government; Indoor Recreation; Bowling and Pool; Table Tennis; Table Games; Outdoor Recreation; Co-Educational Recreational Programs; Dining; Lounging; Tournaments; Dances; Films; Student Organizations; Swimming and Boating; and Fishing and Water Sports.

C. *CULTURAL*

Within the scope of the broad educational objectives of the Union building and its program, the provision of cultural activities seems to be obvious. Although other parts of university facilities would provide these kinds of cultural stimulation to the student, the University Union can do a great deal to bring cultural influences to the attention of students in the informal setting of the University Union building. Art exhibits, music recitals, readings of various sorts, lectures, and simple and not too elaborate art productions such as drama or music are all activities that could supplement the formal offerings of the university. The provisions of these types of cultural activities in the Union building would reach students who might otherwise never have contact with these kinds of educational and culturally worthwhile expressions. The following are examples of activities in this category: Exhibits; Music Recitals; Music Listening; Art Production; Television; and Films.

D. *SERVICE*

Aside from the intellectual, social-recreational, and cultural program activities which the University Union provides for the campus, it also provides a very important function in terms of service. Various kinds of services need to be provided for students and faculty in a community as large as the university - a community often larger than many small cities. By 1975, the university environment will be one that includes 20,000, as well as faculty members who will provide instruction for them. With this number of people on the campus, it is obvious that certain services must be provided. The following are examples of activities in this category: Guest Rooms; Postal Substation; Barber Shop; Beauty Shop; Bookstore; Parking; Information; Checkrooms; Communications; and Commuting Service Area."

Space Analysis - Written Specifications: Now that the program is known, it must be translated into physical spaces with square footages assigned. A small subcommittee, supported by the particular expertise of the architect and the union director, can best perform this task. The result of this should be a numerical list of spaces, i.e. Ballroom, Cafeteria, Lounge, Student Office, etc., following the program classifications in the outline. An analysis of total square footage can be determined from this list.

There are two kinds of space considerations in a building: (l) net usable program area and (2) gross area of the building. The latter square footage includes programmed space plus corridors, stair wells, mechanical equipment rooms, etc. A very important consideration is the percentage relationship of the two. Many buildings suffer because there is not enough space allocated to handling of traffic, to collecting and holding large groups for an event, and to storage of materials and equipment. Some architectural firms apply a standard percentage to this. Care should be taken, however, because a Union building has special peak load crowd conditions which many other structures do not have and storage requirements are heavier than average. A preferred method is to allocate about 28% of the building to service space and then write square footage into the program for lobbies, corridors, restrooms, coatcheck, storage, etc.

Most unions must support themselves except for student programs and bond amortization; therefore, an important consideration in space analysis is the evaluation of the amount of income-producing space and the related net profit picture.

A statement should be included regarding the character and nature of the building as a whole. Again, I quote from the Illinois State University report:

"A. *THE BUILDING: ITS GENERAL CHARACTER*

> The University Union building, within the larger scope of Illinois State University's educational influence, must contribute to campus and community goals. This contribution must be one that is basically educational, but educational in both the specific and general sense of the word. The activity programs of the Union will do much to contribute to the realizational of specific educational goals, but the building structure itself can play a significant role in broad general education; a role realized through the architectural reality of the building. The ultimate Union building structure should be considered an "educational instrument" carefully designed to confront the university-at-large, and the community with the best possible example of a building which brings together aesthetic quality with functional refinement. The beauty of the building, its asethetic quality, should serve to sensitize its users to the finest examples of architectural expression, not only in terms of the exterior of the building, but also in terms of the functional and aesthetic juxtaposition of interior and exterior spaces, the sensitive use of materials, the tasteful furnishing of the various rooms, and the careful consideration of the needs of the people who will use the structure from day to day. The satisfaction of these manifold needs will result in the physical reality of a building which in its use will educate in a broad sense."

In the design of a union building, environmental conditions inside and outside the building will be critically affected by decisions made regarding architectural and mechanical features. Some of the decisions are general and apply to most of the individual spaces in the structure. To avoid repetitive specification for each space, certain general considerations should be detailed. Where extensions or exceptions to these general considerations are necessary, they will be noted appropriately in the statement of specifications for the individual space concerned. Some general considerations are lighting, electrical wiring, ceiling treatment, wall treatment, floor treatment, ventilation, entrances, signs and room identification, restrooms, disposal of refuse, emergency lighting, key control, outdoor treatment of site, audio-visual, and telephone communications.

The remainder of the written specification is a detailed description of each space listed in the space analysis. This analysis should describe the nature of activity in each space named, should suggest specific considerations relevant to the design and equipping of the space (see Addendum 1, for example). This section or volume of the building program becomes the final working document for the architect and the committee.

Cost Estimates and Budget Projections provide a very necessary checkpoint for the building committee. Creative planning has outlined programs and the facilities needed to implement them. Now, with the aid of the architect, the square footage requirements can be applied to a cost per square foot, and basic construction cost can be figured. It must be remembered that architect's fees (about 5% of construction costs), legal and fiscal fees (about 4.8% of construction), moveable equipment funds (usually 10-12% of construction), and a contingency fund (frequently 4%) need to be added to the construction cost to determine total project cost. Care should be taken at this time to include an escalation factor in the square foot construction cost figures because of the one to three year planning time which precedes construction. The cost per square foot for a union is higher than most buildings because of the non-repetitive type space and the extensive mechanical and food service equipment.

An important consideration for this project budget is to seek understanding and approval of this tentative budget by the administration, the trustees and others. This is a time to present the written program upon which the budget is based. It is appropriate and important to get direction from the administration relative to future operational finances. Does the university expect large profits and no student fee subsidy for operation; or does it recognize the fact that there will be some subsidy of non-income producing space? Is there a significant contribution expected yearly to the union operation from general revenue funds as a payment for space used or in lieu of a faculty fee? Is the union expected to buy the land for the building and, if so, is it expected to be included in the project cost? How large a general service fee does the university expect the union to pay?

After a careful evaluation of all ramifications of the project budget, a look at the cost of financing and the amount of student fee necessary to amortize the building should be taken so that the committee, the architect, and the administration can visualize a project which, with reasonable construction bids, can be adequately financed. A formal approval of the tentative budget should be presented to the architect so that he knows his budget limitations.

When the final project budget is established, it is wise to predetermine certain chronological checkpoints when the architect is asked to furnish progress reports of the relationship of planned square footage to project budget. If, because of budgetary limitations, the scope of the project must be cut, it may be necessary to go back to the written program, re-evaluate all spaces, assign priorities to them, and plan the building in several phases of construction. It is better to size facilities according to program needs and postpose some rather than to retain all program spaces, making each proportionally smaller and, perhaps, inadequate.

Because of the fickle nature of construction bids, it is important to build into the specifications certain alternate features which might be desirable but not essential to the basic construction. If the bids come in over the established budget, the building can move ahead and the alternates picked up at a later date.

Design, Detailed and Working Drawings: The burden of work now shifts from the committee to the architect and his staff as they work to translate the written specifications into architectural design. It is desirable to appoint a small committee to work with the architectural team throughout the detailed planning (possibly the chairman, the director, and one or two others). This committee ascertains that the architectural design lends itself to functional operation. It should establish a schedule with the architectural staff, determine checkpoints and work approval as architectural planning progresses and establish periodic reports to the general committee.

Communications - A Constant: Throughout all planning, the Building Committee needs to communicate its philosophies and ideas to the university family and to receive ideas and attitudes from its public. By so doing, more people on campus will contribute to the building program and identify with it. The expertise of many can thus be used in planning specialized areas and programs. A broad student advisory committee and a faculty advisory committee composed of major campus leadership is one way to involve many. Regularly shceduled meetings - separately sometimes and jointly at other times - to discuss progress of the building are important so that over a period of time a degree of sophistication is achieved by this important group which will carry the message to its constituency. Meetings with the directors of the library, the audio-visual office, the physical plant office, and the physical education department can provide valuable knowledge for special areas in the building.

The Project Architect - Selection: Most schools have established procedures for selecting architects. Often the architect and the Building Committee are appointed at the same time. Given an opportunity to assist in the selection of an architectural firm, there are several questions which should be asked. Often a "name" architect is suggested because of the aesthetic contribution his architecture might contribute or the image that it might give a school. These are plus factors. However, it is usually more difficult for a prominent design architect to meet with the committee, and he tends to be quite independent in his design concept. A regional or local architect can more easily spend planning time with the committee and usually has a better understanding of how to work with them. Visits to several buildings designed by an architectural firm under consideration are a good way to get a feeling for the firm's design capability. Interviews with previous clients who have used planning committees give some indications of how well the architect followed the program presented to him, how sensitive he was to functional use of the building and how well he was able to work with the group. An interview with the architect affords an opportunity to gain insight about his views of committee planning; how he feels about the desirability of written programs; what he expects from the committee; and what his attitude is about interior designers and other consultants. If the architect does not have staff engineers to assist in plumbing, heating, ventilation, etc., it is advisable to determine who he will use for this service. A talk with some of the previous clients can help judge his effectiveness. Equally as important as his professional competence is his ability to work with people. Many buildings are not as good as they could be because of poor inter-personal relationships between architect and committee.

Committee Responsibility to the Architect: After selecting an architect it is important to give him authority over the project. Project consultants should report to him so that he can coordinate all phases of the project. A committee should keep an open mind about new architectural ideas and construction techniques and should resist the temptation of playing architect by drawing spaces for him. It is most important for a committee to define the philosophy and functional considerations by means of a written program which can guide the architect. Regular criticism of architectural presentations is an important responsibility of the committee and/or its individual members. It is important for them to see that architectural design does not hamper function or create costly maintenance problems. On the other hand, a committee must accept the fact that when it hired the architect it placed its confidence in his ability to produce creative architecture and it must not stifle this.

Architectural Responsibility to the Client: The primary responsibility of the project architect is to translate the written program into a functional union building. His is the job of maintaining architectural integrity and continuity throughout the building by the design of all phases of planning, site development, the building, and interior design. All engineering is supervised by the architect and he needs to make the client aware of state and local building code requirements. During planning, the architect should furnish frequent up-to-date cost estimates of the project to determine if it is within the guidelines of the project budget. It is his responsibility to prepare detailed working drawings and specifications for bidding and to supervise all phases of construction to be sure that the contractor is building to architectural specifications. Architectural approval is required for any payments to contractors from construction funds.

The Joint Goal of the Architect and the Building Committee: To plan and build an outstanding union building requires a very close relationship between the two. Both must expect and accept heated discussion, and both must be reasonable.

Consultants: A consultant brings some specialized knowledge to aid in the design of a good union facility. A general project consultant might be used, along with a union director or in place of him, to advise the Building Committee throughout planning. This general project consultant is essential if there is no professional union director on hand. There are certain consultants or specialists to detail electrical, heating and plumbing work, etc., on the architect's staff. These are the responsibility of the architects and the cost is a part of his fee structure. In addition to these rather standard consultants, it is wise to ask for consulting service if there are specialized areas such as theaters, bookstore, hotel facilities, ice rink, bowling, etc. The extra cost to the university is slight when an expert can review plans and offer criticism. Because of the many different kinds of business activity in a union building, most directors have not had personal operating experinece in all areas. No one can criticize a plan better than a person who has successfully managed a particular type of operation. Not only can he criticize design, but he can offer operating suggestions on number of personnel needed, gross revenue to expect, etc.

The use of consultants in major and minor roles during planning is one of the best investments a university can make. Even if after spending a day with and, incidentally, some money on a consultant, the committee learns nothing new, it has reinforced its own thinking.

Common Planning Errors to Avoid:

A. Too many schools build without hiring a union director or seeking the professional advise of a consultant.
B. Often a school finds a good building on another campus and copies it. Each union must be planned to fit the needs of its campus.
C. A frequent error of planning committees is to plan space for all desired program activities around a limited budget. This usually results in every space being too small to be functional. It is better to plan each space appropriately and phase the entire program.

The process of planning a college union is time-consuming but rewarding. I suspect that it would be difficult to decide which was more valuable, the published building program or the educational value of the process itself.

SPACE NO.

Name

1. *Description of Activity*

2. *Specification of Physical Characteristics (General Work)*

   a. *Size*

      (1) Square feet:
      (2) Seating:
         (a) Dinners:
         (b) Meetings:
         (c) Theatre Style:
         (d) Conference Style:
      (3) Other:

   b. *Shape*

      (1)
      (2)

   c. *Location*

      (1)
      (2)
      (3) Related Areas:
         (a) Kitchen:
         (b) Rest Rooms:
         (c) Check rooms:
         (d) Storage:

3. *Electrical*

   a. *Lighting*

      (1)
      (2)
      (3)

   b. *Electrical Wiring*

      (1)
      (2)
      (3)
      (4)

   c. *Communication*

      (1)
      (2)

4. *Plumbing*

   a. Gas, steam, compressed air, etc.

      (1)

   b. *Plumbing*

      (1)

5. *Ventilation*

   a.
   b.
   c.

6. *Interior Design*

a. *Ceiling*
   (1)
   (2)
b. *Wall*
   (1)
   (2)
c. *Floor*
   (1)
   (2)
d. *Furniture*
   (1)
   (2)
   (3)

7. *Special Equipment*
   a.
   b.

8. *Other Considerations*
   a. *Signs*
   b. *Clocks*
   c. *Control - Supervision*
   d. *Disposal of Refuse*

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This paper updating an earlier one, deals with furnishings, audio visual and lighting. The information combines the results of a questionnaire to a number of unions, the experiences of union directors and information from professionals readily available to the writer.

Parts of this paper deal with the results of the questionnaire, others originate with personal experiences and some come from commercial brochures. In the latter instance there is no assurance that the ideas are workable in the union field.

AUDIO VISUAL

Most unions use audio visual equipment either from the area ranging from simple 16 mm film projection to supplying specialized equipment for conference and other meeting activities. This first section deals with what is new in this line.

Projectors:

The biggest single breakthrough seems to be in the area of projection equipment. The new D. C. arc lamps have replaced the conventional sixteen millimeter incandescent lamps. Bell and Howell recently came out with a new sixteen millimeter projector with automatic threading. These projectors were equipped with 1000 to 1200 watt lamps and could be used with zoom or Cinemascope lens. However, in projecting at a distance of approximately 100 feet, the Cinemascope showing was rather dark and dull, as in the case of *Dr. Faustus.* Within two years of this innovation, Bell and Howell introduced the new D. C. arc which kicks the wattage from 1000-12000 to 5000 watts, a remarkable improvement. The model number of this machine is 556; cost $1590 list; fully equipped for changeover.

Projector:

A 16 mm projector by Strong Electric Corp., Model No. 7600 CR or No. 7601 CR. It has a Xenon Arc Lamp 1600-900 watt, called Mighty Mite, priced $1295 list.

Projector Lamp:

General Electric has announced the Marc 300 Lamp for 16 mm sound projectors. It has many good qualities but is not easily adapted for current 16 mm machines and it carries a different type base.

Opaque Projector:

According to the spcialist, this new spotlight opaque projector made by Taylor is worth seeing. It seems to be relatively light and easily carried. Its model number is TS-5 with a five inch diameter lens selling at approximately $293. Added attachment is a spotlight pointer and an automatic feed which adds $40 to the above price.

Video Corder (Sony):

This is new as yet I would not venture how widely it has been used in the union field, but it might be well worth looking at for the convention business. It is made by Sony, Model TCV-2110 and is called a Video Corder with receiver/monitor. The receiver/monitor is a small TV screen attached to the recorder for monitoring or closed circuit TV purposes. Additional equipment may be added for a complete self-contained system. CV 2200 - $850, CVM 220U - $295 (A TV Receiver), VCK 2100 - $570 (camera ensemble CVF 4 with view finder).

Film Strip Projector:

Again Bell and Howell has improved on the film strip projector with their Specialist Auto Load. THe model number is 745 and it comes complete with automatic threading and cartridge loading. It operates by remote control.

Eight Millimeter Projector:

Technicolor has put out a new Technicolor Model 1000 Super Eight Movie Projector. It is cartridge loading, has professional optical sound, is self-threading and rewinding, is equipped with a D. C. exciter lamp that is supposed to last ten times longer than an ordinary lamp. It weighs eighteen pounds, is fourteen and a half inches long, eleven inches wide, and eight and one fourth inches high. For those of you needing eight millimeter equipment, this may well be worth checking. Cost is $299 list.

Overhead Projector:

Bell and Howell's Model 301 Overhead Projector is small in comparison to many of the old overhead projectors and from our experience it is quite adequate for most of the jobs needed around meeting and conference activities. It weighs seventeen pounds and can easily be covered and moved. Its cost is $149.50.

Roto-Show (Sawyer's Inc.):

We have all used the old slide projection cabinets. This particular piece of equipment has been incorporated into an exciting new possibility. It is made by Gaf Sawyer's Inc., a subsidiary of General Analine and Film Corporation. It provides a screen size of twenty four inches by seventeen inches by eleven inches and comes in the sound Roto-Show or the standard Roto-Show. Prices are $445 and $295.

Seal Press:

With today's new equipment such as overheads, calling for transparencies, laminating and mounting, this particular piece of equipment seems to have possibilities. It dry mounts, laminates, makes transparencies, makes items with cloth back and hinges and comes in six different models, ranging from the Masterpiece 350, Commercial 200, Jumbo 150, Standard 120, Junior 60, and Compress 101. It is made by Seal Inc. of Derby, Connecticut.

Recorder (for Sound System):

Scully 280 - A professional solid state tape recorder for inclusion into sound system.

Carrivoice (Transistorized Lectern):

Lanier Electronic Laboratory - An attractive portable table lectern well made and self-contained, which also works off AC, price $359.

Self-Contained Lecterns:

A variety of models, unusual designs by Fleetwood of Zeeland, Michigan.

Dial-a-Slide:

Last but not least, a gimmick that many speakers wish they had. Decisions Systems, Inc. of East 66 Midland Avenue, Paramus, N. J. 07652, has a patent pending on a dial system that hooks up with a Kodak Carousel to select any slide in the band simply by punching a button. The model is DSI and it costs $690 complete with Carousel.

INTERIOR FURNISHINGS

Recognizing that furnishings in unions can take many and varied directions, the following information is presented on selected items which have recently become available and may be of interest to those people building new buildings or refurbishing. There is no particular priority established in the presentation of these items.

Office Furniture:

There are at least five companies that make very comparable steel lines of office furnishings. Almost any price limitations may be met. So can most demands for combinations and colors. Suggested companies include All-Steel, Steelcase, Cole & General Fireproofing. A new line of furniture now out by Stow and Davis called Electa deserves consideration. This new line of furniture is built on the principle of an airplane. It has a structural framework which supports all the components that you may select for each station with a "skin" covering the structure. This skin may be of wood, plastic laminate, or Naugahyde and is easily replaced if damaged. It is competitively priced and is flexible in use.

Captain Chairs:

Gunlocke seemingly has one of the better Captain and Ensign chairs on the market. Recently they have come out with a new Captain's chair which has achieved a classic design, beautifully simplified and well proportioned. It is so new that not even photographs are available at this time, and yet interior decorators are looking forward to its distribution.

Cafeteria Table - Book Storage Problem:

Originally metal book racks were available for attachment underneath cafeteria tables, however, they had limited capacity. Now there is a continuous basket which provides much more capacity & better design. It is available through Houtoku Metal Furniture Co. main office, Kyogin Building, 12-22 2 Chome Nishiki, KA-KU, Nagoya, Japan.

Office Partition:

Recently Herman Miller has come up with a new partitioning system. It is relatively stable, does not attach to either the floor or the ceiling and contains all telephone and electrical wiring within the pole system. This provides a major advantage in large spaces which must be rearranged frequently & which are serviced by central ventilation & lighting systems.

Casual Chairs:

Interior decorators indicate that Knoll has produced a new chair designed by William Stevens which has a laminated oak frame and is available in a variety of finishes. It comes in two versions; a fully upholstered, molded plastic shell, or with the shell upholstered on the inside only. They consider this chair as a single most important furniture item to be placed on the market in the past year. Sales have been heavy and delivery is slow.

Butcher Block:

Apparently more and more people are turning to butcher blocks for serving counter, table tops and shelves. They are made of hard maple and are available in a large range of sizes. They used to be very expensive, but now a reasonable source is J. & D. Brauner, Inc., 298 Bowery, New York, New York 10012.

Fabrics:

It is my understanding that Design Tex. Inc. has introduced some excellent new verel fabrics. This fabric is inherently flame-retardant. I understand that the federal government is considering a new law which will make it mandatory for flame-retardant fabrics to be used in all public places.

Stacking Chairs:

In the past, we have used many of the shell-style stacking chairs with ganging features. I would call your attention to four relatively new chairs on the market which should be considered for their looks, durability, price, and stack ability.

1. Knoll Albinson Chair - approximately $16
2. Steelcase Model Number 1287 - $15-$16
3. Samsonite Number 6100 Stacking Chair - no price available
4. GF No. 404 Stacking Chair - $18

Lounge Style Chairs:

1. TV Room - At the University of Houston a new innovation was used in one of the TV Lounges. This is the installation of thirty-six Herman Miller tilt and swivel contour chairs made with chrome and Naugahyde These chairs were installed with anchor bolts into the concrete, facing in a semi-circle in front of a color TV set located in a walled area. These chairs are relatively expensive, excellent for comfort, and must be well anchored in the concrete. Model 682K.
2. Conference Room - A Herman Miller chair of excellent quality and with a good price tag is heavily constructed, upholstered in Naugahyde, swivel and tilt and on casters. The model number is 3474 NC.

The following items are recommended by various union directors who have used them. No model numbers or prices are available.

1. Thonet Stacking Chair
2. Herman Miller Shell Chair
3. Domore Conference Table
4. Chicago Hardware and Foundry for bases for all types of tables
5. George Gasser Swivel Chairs from the Gasser Chair Company, Youngstown, Ohio
6. Knoll Tables of various sizes and designs particularly those with the marble tops, well constructed, sturdy, heavy to move, but very durable
7. Legless Tables with Astro Chairs by Fixtures Corp., No. 1641 Crystal St., Kansas City, Missouri
8. Jasper Desk and Chairs
9. Slate as a top material from Johns-Manville Co.
10. The heavy use of Scotchguarded nylon or wool fabrics
11. Steel Equipment of Canada - a newly designed file that won the Expo '67 Award
12. Desk from Artwood in Canada, well designed, well built and excellent appearance
13. Leopold Wood Office Furniture for executive offices

PHILOSOPHY ON LIGHTING

Lighting has always played an important role in educational architecture, but innovations in architecture, coupled with air conditioning and the emphasis on light for decor have increased its importance. It is now used for both functional and aesthetic purposes.

Lighting has become "organic," directly related to other components of building structure and finish. The use of high lighting levels requires a new discipline in terms of light control and utilization. The brightness of light sources is controlled by such devices as louvers, lens, parabolic reflectors, and recessing of equipment. Diffusing media such as translucent plastics and glass need supplementary control devices such as baffles or louvers to keep light sources from being uncomfortably bright at higher lighting levels.

One of the reasons that lighting is becoming more organic is that it is now coupled with many other activities going on at the ceiling level such as air conditioning and acoustical treatment. Architects and engineers are more aware of the inner action taking place with lighting in the ceiling assembly in the air conditioning systems. Lighting engineers are used as often in new buildings as structural engineers.

The use of a continuous expanse of translucent plastic or glass in the ceiling plane is quite limited in terms of the maximum foot candle level that can be provided without excessive brightness. The use of shielding baffles or replacements of the diffuse materials with light control panels of the prismatic lens type considerably increase the application of the luminous ceiling for higher foot-candle levels. By increasing the shielding angle of louvers or baffles, lighting levels can be raised several hundred foot candles. Recently in a new bookstore, the recess ceiling lights were covered with a special bronzed louver panels which gave indirect lighting without revealing its source. To the naked eye it looked like a relatively dark store. The original specification had called for one hundred foot candles at desk top level. Upon seeing the finished product, the bookstore manager was not satisfied and wanted to bet the architect ten dollars that there was not adequate candle power provided. The architect accepted, produced a light meter and to the bookstore manager's surprise proved that 110 foot candle did exist at desk top level. The $10 provided two good steak dinners.

Techniques particularly successful in controlling direct glare is the use of parabolic shaped elements for fixtures and prismatic lens. The lens have an additional advantage in that they can be designed not only to keep light out of the glare zone but to direct light to the viewing plane, whether it be horizontal or vertical.

The parabolic shape shows up in a wide variety of applications. One of the first was for the open bottom fluorescent fixture directing light to the work plane and reducing fixture brightness. In one particular fixture design, louvers were developed for controlling brightness in the longitudinal direction. The louvers had a series of horizontal lines with some cells with small parabolas helping to reduce louver surface brightness.

More recently parabolic shaped cones have made possible incandescent down lights which, when the reflectors have a dark specular finish, make the light source practically invisible. A room lighted with a ceiling of these down lights seems to have almost no direct light source at all. The use of the colored louver or lamp source has provided many additional opportunity to increase foot-candle power with comfort.

The suspended ceiling to which lighting fixtures are attached has provided additional means of recessing light droppers , concealing ducts, air control devices piping and wiring, despite the fact that the arrangement was originally established as a method of providing sound absorption.

The foregoing comments were excerpted from an article in the American School and University Magazine, which in turn had been adapted from *Visual Aspects of Electric Environment* by the National Electrical Contractors Association. The reason for using it was not to provide technical data on lighting but to emphasize the importance of lighting in modern buildings. Lighting requires as much consideration as any other aspect in the planning of a building and technical know-how is an absolute must in getting the best illumination.

Aside from general building lighting, the union director will most often use lighting for special functions, as in the ballroom.

1. The ballroom and adjacent areas should have a variety of colored lighting in addition to the general white incandescent lights,
2. All lighting should be controlled from a central source such as the projection room, as well as at the ballroom floor level, usually near the staging area. These controls should be interconnected.
3. A program of lighting should be laid out prior to the writing of specifications and every detail should be put on paper for future reference.
4. The detail of every possible use of the ballroom should be checked and adequate lighting provided for each activity.

Without providing technical information or name brands, some of the equipment necessary to the lighting of a ballroom follow:

1. Overhead incandescents on dimmer panels
2. Fresnels, pinspots, or other stage lighting provided overhead and hidden at the stage level
3. Back lights for staging and/or wall decorations.
4. If a cove area is provided varied colored neon lights are available for ceiling contour lighting.
5. If the ballroom lends itself to exhibits, decorations wall hangings, then special eyeballs with separate switches should be provided to highlight the walls.
6. Should the ballroom accommodate a variety of stage settings, it is desirable to have overhead ceiling floods which rotate ninety degrees for a variety of stage effects.
7. Should a crystal shower be desirable for activities such as dances, then it is necessary to place fresnels or pinpoint spots from the coves or concealed areas to highlight the crystal ball.
8. From the projection room at least two heavy duty spotlights of 15-2000 watts should be available with color patches and/or wheels. For long throws Super Trooper type spots are desirable.

Lamping:

Guth Lighting Company of St. Louis, Missouri, has announced that the mercury-vapor type light formerly used outside has now been adapted for inside use without the discoloration. I recommend the DeLuxe white lamp which supposedly has 24,000 hours lamp life, 85 luminous watts and costs a little less than twice the ordinary lamp with the same foot-candle power.

Corning Glass:

Corning Glass has announced a new line of coated lens. It will have a semi-reflective coating to control direct glare, appear uniformly bright and not reveal each light source.

ACOUSTICS AND SOUND SYSTEMS

For years sound systems for various uses have been designed using various component parts. Too often these parts are put together without total consideration of the problems involved. There do not appear to be many new innovations in particular pieces of equipment, as much as many technological changes implementing a continuing emphasis on what constitutes good sound. Consequently for those who are planning new building or the renovation of existing structures, it is necessary that sound engineers work in cooperation with architects, interior decorators and contractors for the best over all affect. The following comments were prepared for this paper by Mr. William Land, Sound Engineer for Sterling Electronic, Houston, Texas.

Hardly any rooms have good acoustics. Only a few rooms have good sound reinforcing systems. Almost no rooms have both good room acoustics and sound systems.

The study of room acoustics is carried on by many concerns interested in the problem. The science is reasonably well defined and the results on the job are predictable, provided the acoustician is familiar with enough rooms and has studied the physics and the mathematics of the rooms intensely.

It is rare when anyone really studies sound systems as an integral part of total room acoustics. The guy on the corner sells and installs microphones, amplifers, mixers, and loud speakers. He calls the collection a public address system. It may be loud but it usually will not do the job. They call this contraption by some esoteric name which might stem from the hanging of two column speakers on the wall. Reverberations may be banished, feedback controlled, the cost kept low and the purchaser is reasonably happy. However, there can be no simple or cheap solution to a good sound system, therefore, let us banish all six inch speakers, column speakers, and other similar wizardry to the restrooms where they will do the most good.

Somehow the creator did not see fit to make room acoustics simple. Years ago someone decided on three or four conditions for good room acoustics. They were over-simplified and led to many bad room designs. It would seem that almost everyone including architects, some engineers,, speakers and committee members know how to produce good acoustics. It is a marvel then, that with this widespread knowledge, there are very few rooms with really good sound system.

Here are a few reasons why some auditoriums, ballrooms, and meeting rooms have poor acoustics:

1. Room dimensions are improperly chosen. Ceilings are too high or too low, or the room is too long for its width or too wide for its length.

2. Delayed echos from various walls and ceiling surfaces
3. Focused sound reflections from curled or intersecting surfaces
4. Excessive or insufficient reverberation
5. Predominance of low frequencies in room caused by improper materials or improper material placement
6. Dead spots, or live spots, caused by focusing, material placement, or room geometry
7. Room resonances of improper nature
8. Excessive noise in the room caused by outside traffic such as corridor use, neighboring room noise or audience noise.
9. Acoustics flutter and tranverse, longitudinal or vertical modes
10. Poor quality of public address equipment
11. Failure to compensate high quality public address equipment to match the room acoustics
12. Improper placement of loud speakers and/or microphones
13. Failure of loud speakers to project high frequency sounds over the seating area.
14. Loud speaker distortion
15. Insufficient intensity from the stage area
16. Improper placement of sound absorbing materials
17. Improper choice of seating
18. Failure to match the room design to the functional needs of the owner
19. Maintenance of unfavorably relative humidity in the room
20. Insufficient definition in the room
21. Improper balance between various sources of sound in the room and improper blending of these sources

When sound problems arise, many individuals will attempt to make corrections. Here are a few items to guard against:

1. Stretched wires
2. Acoustical wells and undesigned resonating chambers
3. Thin acoustical finishes of various sorts
4. Moving chairs and tables around
5. Indiscriminate use of carpeting
6. Placement of acoustical tile in wrong locations
7. Installation of sound reinforcing systems in high reverbrant rooms
8. Use of thin, unlined drapes
9. Use of too thin layers of sprayed absorptive materials
10. Improper use of extensive treated surfaces
11. Use of porous wall construction to prevent sound leakage into the room
12. Use of acoustical materials to prevent sound leakage
13. Use of undesigned lightweight partitions and doors where sound leakage is a problem
14. Use of porous tile or block walls under the mistaken impression that these materials have good acoustical properties.

What then does the audience really want from a sound system? In this day and age, it would appear that the following might be pertinent considerations:

1. The type of audience that we may have. The young who are use to listening to the heavy sounds of the rock and roll or the ones of advanced age who may be having hearing losses may require a greater sound level than ever before.
2. TV in the home. It is played loud in almost all cases. The audience expects public sound at the same level that they may experience in front of their TV.
3. With all the hi-fi and stereo today, records and tapes are played in the homes with a large volume. This again sets the stage for expected sound.
4. An unusual situation could be indicated by the bouffant hair-do which is now in style. Nothing short of a haystack has ever furnished quite so much sound absorption per unit area. One must deliver more sound to the vicinity of thick hair than to a bald-headed man.
5. Air conditioning systems in rooms have grown incredibly colder and noiser. In most situations, mechanical noise masks out a substantial portion of the desired program material in the room. It is almost impossible to either increase the program level or decrease the air conditioning noise.
6. Some of the above mentioned areas such as the TV, radio, hi-fi, stereo, and so forth have saturated audiences with a variety of entertainment material, all of it loud. Consequently, audiences have grown steadily noiser. It takes a lot of sound from a sound system to override this conglomeration of noise.

All of the above do not in anyway present the solutions to a good sound system. However, it does point out that there is a fantastic challenge to the sound system contractor to help architects and engineers and acoustical consultants to produce rooms and sound gear with very high sound levels with very high quality. Virtually every auditorium is in the market for loud high quality sound. Price is not always a controlling factor.

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645 Stewart Ave.
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Youngstown, Ohio 44501

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1222 Jackson Boulevard
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1641 Chuptal
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New York 10, N. Y.

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305 East 63rd St.
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503 Westheimer
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Robert Handy, Director
University Center
Southern Illinois University

This paper is based on visits, correspondence, a study of many floor plans and the scrutiny of a number of color slides of union buildings. I am grateful to the nineteen directors who supplied the necessary floor plans and information to make this a productive educational experience.

Many planning committees are initiating more multi-purpose spaces such as were outlined in the booklet, *Planning College Union Facilities for Multiple Use.* Presidents are keenly interested in our buildings becoming the center for all members of the university community in reality, not theory. Conference facilities are being merged with the college union including five in my own state: the University of Illinois, Illinois State University at Normal, University of Illinois Medical Center, and both campuses of Southern Illinois University.

In addition to the traditional facilities with which we are familiar, planning committees are incorporating bookstores, guest rooms, swimming pools, squash courts, dancing studios, campus information centers, scheduling centers for the university, post offices, production kitchens to serve the campus, indoor circulation courts, faculty clubs, theaters, and even such services as ice skating rinks, student health services, and placement services into their plans. There is growing demand for student offices, isolated television lounges, comprehensive information desks, multi-purpose ballrooms, restaurants and outdoor spaces for all types of activities. Many campuses are finding it desirable to place handsome vending lounges in all buildings serviced by properly designed vending installations. Perhaps hallways will no longer be cluttered with occasional vending machines. It is encouraging to know that many universities are exercising good planning in the use of vending.

Even with the emphasis on planning, on qualified consultants and architects, and the early appointment of the union director, it is becoming increasingly difficult to meet ever-increasing building costs. Most college presidents recognize the value of college unions and they are providing funds to build the facilities, despite the difficulties.

We are experiencing the birth of an enormous number of new campuses, both universities and junior colleges. Most of these are not only building college unions but are locating them at the very heart of the campus where they will serve the largest number of students, faculty, staff, and guests. Residence halls are built near the union where each can serve the other. I believe college and university administrators are now experiencing the full impact of the college union. During the next ten years we will see many new kinds of facilities and services incorporated in our buildings and this is healthy. The scope and diversity of the new Circle Campus Union in Chicago is illustrative of what we can anticipate.

At the University of Florida, William Rion, union director, and his planning committee created a truly outstanding facility. For example, the ten thousand square foot ballroom is divisible by folding partitions into nine different rooms for multiple use. Mr. Rion says, "The student activities concept is truly a physical expression of an educational philosophy." Their activities center has a unique control center, a planning room, interrelated offices for union programs, student government and the Florida Blue Key and the department of religion. Student publications are located just across the hall. This concept has minimized the communications problems arising with student organizations.

Most recreation areas, like Florida's, are incorporating central control desks for bowling, billiards, table tennis, and cards. The recreation area at Florida incorporates a split level, not only to provide better sight lines and supervision, but to break up a large mass of space without walls.

The auditorium projection booth is convertible to four translation booths for instant translation at international meetings. Quality vinyl over cork over plywood permits a wide exhibiting of art.

One of the most exciting new buildings is at Brigham Young University. Lyle Curtis, Director of the Ernest L. Wilkinson Center, says "Two things we have found important in a union and I have found valid as I have traveled to other universities. One, student advisors' offices should be close to student leaders' offices so that it is easy to exchange back and forth. Two, programs today center around informal gathering places, special rooms and activities center." Mr. Curtis has succeeded in providing a humanistic approach to the entire facility. Students want and desperately need a home away from home. If a person is desirous of kicking off his shoes to relax, why shouldn't he be allowed to do so? Must we have so many stringent rules as to make our students uncomfortable while using the facilities? I think not, although certain rules are a necessity if within reason.

Brigham Young includes a scramble food service, a bookstore on the main floor, a beautiful garden court to bring the outside environment into the building, a rooftop restaurant, a hobby shop, a central recreation control, a post office, a theater, and a credit union in its union.

"If there is one unique feature of the building," said Louis Hills, Director of College Unions, State University of New York College at Portland, "it is that it is planned in relation to the degree of difficulty and complexity of programming. In other words, the students have to pass through the cultural area, i.e., concerts, lectures, exhibits, speakers, etc., on the *main* floor and down to the more popular games, recreation, and food service spaces on the lower floors or up to the meeting rooms and administrative offices on the upper floors." These words of wisdom need no further explanation.

Another impressive building has just opened at the University of Houston. William Scott, Director of the University Center, has located the recreation and snack bar adjacent to each other on the lower floor. He has an attractive faculty lounge, post office, adequate lockers for commuter students, a handsome arbor, a terrace, central recreation control desk, university bookstore on the main floor, a multi-purpose ballroom, and central service center for student activities.

The University Union, Mississippi State University, has a ballroom and lounge on its main floor. There is merit in a large central living-room-lounge adjacent to the ballroom where people can become acquainted, view outstanding art and be served refreshments prior to and after events scheduled in the ballroom.

Kansas State University is planning the second addition to the K-State Union. This will include a scramble food system, a new theater, a bookstore, and an attractive central court for circulation and art exhibits to serve the auditorium, bookstore, craft shop and the multi-purpose room.

Mr. Frank Noffke, Director of the College Union, California State College at Long Beach, replied, "We have made a special effort to develop outdoor space in conjunction with indoor space so that we can get the maximum flexibility of both. Here in the southern California climate, this will achieve the greatest economy since outdoor space costs less than indoor space."

A new multi-million dollar addition to the Northern Illinois University Center includes many guest rooms and renovated food service. The conference director is a member of the union staff and the conference center has been incorporated into the building.

Illinois State University in Normal will soon enjoy one of the nation's finest examples of a college union. It will include a beautiful mall, an ice skating rink, auditorium, guest rooms, conference center, parking garage, and large residence hall near the building. It is important to know that many college union directors are now being successful at including parking garages as part of the building.

SPEND TO SAVE: MAINTENANCE TECHNIQUES AND COST-SAVING MATERIALS

Donald L. Phillips, Assistant Director
L S U Union
Baton Rouge, Louisiana

I. The consideration of maintenance as apart from operating and personnel policies leads to "putting out brush fires." Some policies pre-condition the operation for good maintenance.

1. A policy restricting food and drink to "food and drink" areas has helped in the housekeeping and maintenance of our union. If food and drink are allowed in lobby and lounge areas, the spillage creates stains and an unkempt appearance that even good housekeeping and maintenance cannot eliminate.
2. Determination of standards or level of housekeeping is necessary to maintain appearance. Bad stains, writing or drawings, or tears lead to further marking or tearing of furniture. We strive to remove each such piece of furniture from the public areas as soon as it is discovered and until it is cleaned or repaired. In the long run we feel the cost of this procedure is less because it discourages vandalism. Students tend to want to keep nice things nice; it is easier to ask people not to put their feet on clean furniture than it is to ask them not to put their feet on dirty or torn furniture–the reaction of the student is one of understanding if the standards are kept high.
3. The morale of the maintenance and cleaning crew is of prime importance in maintaining the appearance and functionality of the building. We worked on this problem in many ways. All wear uniforms. Anyone in a uniform is a public relations agent for the union. We believe this approach has been helpful. We also try to recognize outstanding work on the part of all employees (down to the lowest echelon) by a note from the director or assistant director to the individual who has given extra effort or has done a particularly good job.

II. Construction changes and/or equipment use to save operational cost or improve operation efficiency.

A. We started in a new building with no old equipment on hand and attempted to take advantage of all labor-saving equipment. This approach has been helpful.

4. We use an automatic buffing and scrubbing machine. It was a task to educate our personnel in the operation of the machine and to convince them that it was as good or better than the regular buffing machines. Many of our people seem to be afraid of the machine–afraid it will get away from them. We now use this machine to scrub buff floors. As an example, we have found that we can buff our wood floor in the ballroom in about an hour and a half with one man using this machine where it took us about four hours with two men to do it with conventional buffing machines.
5. We use a vacuum litter pick-up machine for outside litter on sidewalks, parking lots, terraces, etc. This machine saves hundreds of man-hours per week compared to hand brooms.
6. The automatic carpet shampooer has saved both labor and equipment cost. Our whole custodial force is enthusiastic about this machine. It is almost impossible to get the carpet too wet, thus avoiding the danger of shrinking a wall-to-wall carpet and pulling it loose. The shampooer does a good job and the rug is dry and ready to use within two or three hours.
7. One of the most versatile pieces of equipment we have found is a pressure sprayer. We use it to clean windows, wash aggregate concrete walks and terraces, clean trucks, dollies and garbage containers.
8. Getting to high lights and high windows is a problem in a building like ours. We have an electrically powered *Hi-Lift* with a platform which will hold two men. This piece of equipment has been most useful and saved us many man-hours.
9. Some high areas are difficult to get to because they are over stairs or in areas that are too small for our *Hi Lift*. Here, an aluminum scafford on rollers has proven very helpful. The legs are adjustable so it can be used on steps and in out-of-the way places without building complicated scaffolding or using dangerous methods.
10. One of the handiest inexpensive pieces of equipment we use is a simple "bulb snatcher." It consists of aluminum tubing with a bracket on one end with suction cups. With these holding the light bulbs fast, the old ones are removed and new ones inserted. The aluminum tubing has extension pieces so that light bulbs as high as fifteen or twenty feet can be replaced without a ladder or other equipment. This one item has reduced the time necessary for light bulb changing by about 75%.

B. Construction Changes -

11. We experienced real sound problems in our building. Sound from one room was bothering a meeting in the adjacent room. Upon investigation we discovered that the walls of some of our rooms did not extend above the drop ceiling. Sound was going through the light fixture openings in the ceiling and crossing to the adjacent room. We had to extend the walls above the drop ceiling to the slab to stop the sound transfer. The results were reasonably satisfactory; certainly sound transfer was reduced. In another area sound was getting into some meeting/dining rooms through the doors of the servery. We used two methods of combating this problem. At two pairs of doors we installed a folding door on the servery side of the swinging doors which is pulled shut before and after a meal is served. These folding doors have helped tremendously. In one case, folding doors were not feasible so we constructed a small ante-room on the servery side of the meeting room door. This enclosure acts as a baffle for sound from the servery. Both the door into the ante-room and the door into the meeting room need to be opened before sound from the servery enters the room.
12. At LSU the Union maintains about four acres of ground around the building. There is no tradition of "not walking on grass." We, therefore, had a real problem developing grass areas. With the help of our landscape architect we designed barrier plantings to guide pedestrian traffic to sidewalks. Where barrier plantings could not do the job, we built additional sidewalks. (NOTE: Barrier plantings are not effective in riots.)
13. We had a messy looking situation in the Student Organization Area. In this area we have desks and files available for rent by student organizations. We soon found that students wanted to post messages and leave notices for members of their groups. The appearance of the area was a hodge-podge of notes and papers taped to the walls and dividers. An impossible cleaning situation existed. In this case, we found the solution to be one of added equipment rather than cleaning. We installed corkboard on the dividers between desks to which groups now thumbtack their notices. The result is a much neater looking area with much less time spent by the custodial force.
14. The ceiling in the Games Area of the LSU Union is low enough so that pool cues can touch it. The ceiling was acoustical tile, a very soft material. Eliminating the blue cue tip marks and replacing tile where cues were pushed through the tile was an expensive one.

We finally replaced the original ceilings with an aluminum clad acoustical tile which seems to be working well. This is white and can be washed. To date no one has made a hole in the tile with a cue.

III. Techniques or method changes to solve maintenance problems.

15. The cost of maintenance for the sixteen bowling lanes in the LSU Union was very high. After considerable investigation we entered into a maintenance contract with the bowling lane manufacturer. We find that this contractual maintenance saves us about $70.00 per week compared with employing our own maintenance man and that our pinspotting machines are in better shape than they were before.

16. The problem of establishing correct techniques has been a difficult one. As an example, we had difficulty in developing the technique of spray buffing. Both supervisors and men resisted the idea. Detailed explanation of the theory of spray buffing and experimentation with it in all areas led to an understanding of it by our custodial force. We have discovered that in our operation spray buffing is very efficient on tile and terrazzo floors in low traffic areas. In these areas our employees are enthusiastic about it and have learned to use it effectively. In this case, their testing program improved our methods.

17. Being a state university and restricted by state bid procedures, re-upholstering furniture when needed was difficult. A torn piece of facric or a marked piece of plastic required such elaborate bid procedures that many reupholsterers were not interested in doing the paper work to receive such a small order. To help in working out this problem we employed an interior designer on a consultant basis to help us choose appropriate re-upholstery fabrics. (Many times the original material is not available for re-upholstery.) We stock the material as recommended by our consultant. We then list each piece of upholstered equipment (breaking down each piece into back, arm, seat, etc.) and ask for bids from local re-upholsterers with no guarantee of the amount of work to be received during the year. Although many re-upholsterers are not willing to spend the time to submit a bid, some do. A standing order was set up with one of the bidders. We now get furniture re-upholstered quickly by giving him the material to re-upholster the piece in question. We have it back in use within days rather than weeks or months.

18. Broken corners of walls have been of concern to us. The most troublesome corners have occurred on either wood wall corners or plaster wall corners. For wood walls we have found a rubber bull-nosed corner guard. This rubber guard comes in three foot lengths. We cut off about four inches, stain it to match the wood, and glue it at the lower corner of the paneling. It acts as protection against buffing machines, dollies, etc. On plaster corners we have installed a clear plastic. This plastic extends about three inches on each side of the sorner and is mounted with screws. We have usually installed it to about wainscot height (5 or 6 feet). This installation has helped guard against fingerprints, wear or chipping.

MAKING THE MOST OF EQUIPMENT IN RESPONSE TO RISING COSTS

Donald T. Hinde, Assistant Director
University Union
Bowling Green State University

Salary costs have increased 25% in our Union in the past three years due to legislative increases in the state salary schedule. Building use has increased at the rate of 10% each year as the campus enrollment rises. Our building and its original equipment is now ten years old. To keep up with the increased traffic and to prevent labor costs from rising inordinately, each person must work as productively and efficiently as possible. This requires the constant updating, replacement and addition of new equipment.

Using equipment efficiently and inexpensively involves several considerations:

I. Keep well informed about new equipment. Use of new product information sources such as trade journals, magazines, trade shows, exhibits, conferences salesmen. Knowing what is available and at what cost permits an operator to judge whether his method or equipment is out-dated or overly time-consuming. Examples of time and/or money saving items follow:

a. Automatic feedback stablizer for a ballroom sound system.
b. Velcro nylon zipper to hold down temporary carpeting and hold up temporary draperies, quickly and easily.
c. Fluorescent trouble lamps are shock-free, burn-free and not susceptible to breakage from tools or rough handling in close quarters.
d. Folding and rolling stage risers permit one man to set a temporary stage instead of two or four men using folding leg risers.
e. Stainless steel mop buckets look much better, cost twice as much, but last six to eight times as long as regular buckets.
f. Absorbent earth instead of sand in sand urns prevents damage to the floor finish when urns are accidently knocked over in heavy traffic areas. The absorbent earth is much easier to clean up than sand.
g. A "hotel status" light signal board keeps desk clerks and hotel maids immediately informed of the condition of hotel rooms, reducing the time and confusion required by paper work and telephone checks.
h. Personal pocket paging systems permit immediate, quiet and selective communication with supervisory, maintenance and custodial workers.
i. Formica kick plates, fastened to doors with screws, clean up easier, look better and cost one-eighth as much as stainless steel or brass.
j. Special desk and file cabinet moving equipment enables one man to move office equipment easily without emptying drawers.
k. Clear plastic rings extending four inches from ceiling ventilation outlets are nearly invisible yet prevent unsightly dirt accumulation on rough, porous, acoustical ceilings.

II. Have enough equipment and locate it so everyone can reach it easily.

For example, if only one maid and one janitor are on duty during the day for three floors of public area, thus requiring only one set of cleaning supplies, as many as five cleaning stations might be provided throughout the building. The necessary equipment and supplies are available at all work areas without spending time moving or transfering equipment.

Likewise, tools and mechanical repair equipment should be kept in several locations so that immediate work can be accomplished without time-consuming back tracking.

III. Keep equipment up to standards.

In a union with building and equipment valued at three million dollars a budget for replacement can run from $20 to $40,000 a year, in addition to $7,000 or $8,000 for service contracts and $9,000 for repair parts and outside service. Also two tull time maintenance repairmen should be on the union payroll. Wornout, out-dated or malfunctioning equipment leads to bad morale, inefficient use of labor and a careless attitude on the part of workers toward all equipment.

IV. Make preventive maintenance a habit.

Check lists of necessary preventive maintenance for daily, twice-weekly, weekly, monthly and six months attention to motors, fans, pumps, bearings, belts, steam converters, pressure stations, air conditioning equipment, water and drain treatment, fire extinguishers, food service equipment and mechanical room cleaning should be maintained. In addition periodic service contracts for business machines, temperature controls, elevators, refrigeration and air conditioning are desirable. This work is done by specially trained servicemen, in many cases the same persons who made the original equipment installation. Maintenance and equipment monies to provide more return at less cost with preventive maintenance. Oiling one motor at a cost of $1.00 for labor and materials may save days of lost time and income in addition to the replacement cost of the motor.

Checking and replacing fire extinguishers tampered with by students may prevent expensive fires.

Correcting a defective oil pressure control on a refrigeration compressor may prevent hundreds of dollars of frozen food from spoiling. The list of ways to save hundreds of dollars in money, time and income by minor expenditures on regular preventive maintenance is endless.

V. Use outside help to the best advantage.

In addition to union staff members many other sources of highly trained and specialized service personnel are available. Thus we have the advantage of these services available whenever needed without the cost of maintaining such expensive service personnel full time. These other sources of equipment maintenance and repair are:

a. University repair shops, such as plumbing, carpentry and unholstery.

b. Service contracts.

c. Specialized service from product sales sources, at little or no cost.

1. Beverage equipment
2. Dish machine
3. Housekeeping equipment
4. Gas and electric cooking equipment

When choosing which source of service is best for each item cost, amount of work, urgency of need, training and familiarity with specific equipment should be considered. The best method of service for one area is not necessarily best for others.

Derwood E. McCabe, Building Engineer
Kansas Memorial Union
University of Kansas

I. Minimum time allowance for room set-ups
   a. Movable partitions
   b. Carts and trucks
   c. Portable furniture

II. Large Maintenance jobs
   a. Contract to have skilled work done
   b. Building personnel cannot work at all trades skillfully

III. General Maintenance
   a. Spray method for cleaning ceiling, walls, equipment
   b. Neutral cleaner

IV. Floor maintenance
   a. Wet and dry pick-up machine
   b. Automatic floor machines

V. Water Treatment
   a. Automatic sensor
   b. Softener - hot water
   c. All domestic water

VI. Fire Prevention
   a. Protective systems
   b. Automatic sensors
   c. Insurance rates

VII . Automatic Control of Dish Machines
   a. Temperature
   b. Water
   c. Compound

VIII. Security of Building
   a. Proven methods
   b. Control of keys and lock

IX. Cost Control Records and Cost Accounting
   a. Personnel
   b. Products
   c. Plant

X. Cooperation of Physical Plant
   a. Students
   b. Campus physical plant personnel
   c. Faculty and staff

INTERIOR DESIGN VERSUS PRACTICALITY

John W. Corker, Assistant Director
Illini Union
University of Illinois

What do we mean by the term "interior design"? Gifford Proctor, of Stanford University, did an excellent job with the following explanation of interior design, and I quote:

"Interior design is an integral, inseparable part of the whole, not something added. It becomes part of the operation of the building, part of the programming of the building's use. It produces interiors which *work*, not just from the decorative aspect, but from the ultra-practical point of view of the custodial and maintenance people right on through to the sensitive consideration of aesthetics, atmosphere and environment."

Good interior design must facilitate function and aesthetics, but must also be practical in that it meets the *needs* of the particular campus environment in which it is being placed. In the union field the concept of "program" and "service" is important. The structure is an important tool which makes it possible to accomplish our objectives of providing to the campus community a creative "program" and the "service."

In planning a new union or in remodeling, which may or may not introduce a new service, the purpose of the new facility and the philosophy behind the usage of this space must first be decided. The interior designer can be of great assistance in the development of the original study of objectives, criteria and feasibility. The architect should not plan the shell, establish the exterior limits of the building, and then tell the interior designer to fit the required areas or services within these limits. The services of a competent interior design firm should be procured in the initial planning stages. The only way a union can be effectively designed is from the inside out. It is essential that the interior designer and the architect understand and appreciate the philosophy, function, and changing needs of the college union.

Until recently, colleges hired a union consultant to develop the building program, an architect to draw up the plans, a kitchen designer to lay out and "spec" the kitchen equipment and a decorator to "finish out" the house and purchase the furniture. This led to limited continuity, high costs resulting from numerous change orders and limitations in flexibility of the design. Today interior design firms, sometimes part of an architectural firm, can supply the knowledge and experience to provide the continuity and design flexibility required in today's unions.

The papers that follow will be delivered by Mr. George Larson of Skidmore, Owen and Merrill in Chicago, and Mr. Robert Schmid of Fred Schmid and Associates. Both worked on the interiors of the University of Illinois Medical Center and the Chicago Circle Unions.

Instructions to architects and interior designers are often a series of contradictory statements. A union should reflect elegance yet be relatively maintenance free and constructed at a modest cost. It should have many multipurpose areas to meet daily changing needs and yet, be designed so that these areas do not look that way. Some of the conflicts which need resolution follow:

How far should the university develop its program before the architect and interior designer are selected? In addition, how far should we go in establishing financial restrictions on this project before presenting the statement of needs to the architect or interior designer?

In planning interiors, how carefully should we plan for future expansion? Can areas be designed so that, upon future expansion, these existing areas can easily be converted to different types of functional areas?

How can we be assured that the architect and interior designer will have the desired "feeling" for our project, the sensitivity to know what is wanted by the university to capture the desired mood or atmosphere? To do this, the interior designer must be in tune with today's problems.

Problems related to this generation of rebellion, civil rights movements, and protesting against society must be considered by the interior designer. It is a fact, whether we like it or not, that our formal lounges are now often the meeting place for protest meetings on everything from Vietnam to campus regulations. Our elegant end tables are now the resting place for any number of long-haired, barefoot members of today's society protesting conformity.

Our buildings are becoming complex food service centers. With vending and snack bar service, food and beverages in paper containers are being carried and eaten all over our buildings. We cannot always control this flow, so how do we combat these problems through design?

Robert Schmid, Vice President
Fred Schmid Associates
Park Ridge, Illinois

I propose to consider two aspects of food service design. The first is a definition of the role a food facility planner can play in designing new facilities; the second outlines four strong trends which are influencing the design of union food facilities.

First, when a preliminary program has been established for any new union project, initial consideration should be given by those concerned *within* the university as to what types of specialized area consultants are deemed necessary for the project in addition to the architect and building engineers.

If it is established that food facilities consultants are considered important, the consultant's first responsibility is to have the right selling material available so that the university administrators, the food service director, and the physical plant department can evaluate the consultant's qualifications for employment.

Soon after the architect has been selected, it is highly desirable to engage the food facilities consultant. He can either be engaged by the architect or directly by the university. In *either* case the services and procedures should be the same.

The key to getting the maximum contribution on any project is to have the consultant on board early enough to actually help develop criteria and objectives for the proposed food facilities. This means he must take a complete look into the proposed market to be served, the type of menus, location, sizing—and most important of all—the economics of the entire proposed operation. Commercial principles and attitudes should be applied to institutional and industrial projects. Regardless of how the university chooses to keep books, or what special services it wishes the food service division to provide, the *responsibility to come up with the greatest "yield per acre" with the least amount of space, dollars, and operating costs as possible is the responsibility of the consultant.*

Second, the many changes in the needs and demands of the college union have produced new influences upon the current planning of food and beverage facilities. In many ways these changes are similar to those in commercial and industrial projects. The design challenge is there.

Four influencing trends affecting the approach to the design of new facilities in or about union buildings follow:

1. *The requisite to design high student appeal atmospheres in cafeterias, snack bars, specialty menu units and vending operations.*

   This means locating, sizing and typing facilities that actually compete with commercial operations which have the ability to extract more dollars from the spending student, but at the same time, offer a legitimate solution to his needs. Dining areas are carpeted and seating areas intimate. Some areas will be depressed or elevated so that students can sit on carpeted steps. If studying or lounging are part of the criteria, they should be dealt with at the outset. Problems like books, telephones, and coat problems deserve attention. Giving different facilities themes or names lends itself to interesting design concepts. Color, lighting, textures and materials are being used to create "fun" atmospheres. There are a few basics around which union food facilities of any type are designed. These are best illustrated by "do's and don'ts." In the patron areas, the incandescent lighting, wood, brick or stone, carpeting, planting, signing and design accessories tie into a theme. Avoid fluorescent lighting, structural glazed wall tile, stainless steel counter fronts, and vending machines which are not integrated into the design.

   In the back of the house, cabinet type equipment on masonry pads with covered corners, adequate flush lens fluorescent lighting, ceilings that can be wiped down with a damp rag, wall corners protected against portable equipment, automatic door openers in high traffic areas (or no doors at all), elevated supervisors' offices, and adequate janitor and maintenance facilities deserve top priority.

2. *Offering menus to the student that he really wants, presented in a manner which has high merchandise appeal.*

   This means what it *is* they like and want, served in the proper container, in an environment which sells it best. As we all know, the foods that have the greatest appeal to the student are not necessarily the most nourishing or balanced, as might be expected in residence hall feeding, but competition with off-campus commercial operations, permits no choice. Products which have greatest student appeal are pizza, hamburgers, cheeseburgers, hot dogs, french fries, carbonated beverages, milk shakes, popcorn, chips, and carved meat sandwiches. In snack bars, any food item which can be *carried* in the hand in paper or plastic is saleable. Viola Walberg of the University of Illinois–Chicago Circle has considered adding Belgian waffles as a result of this type thinking. In certain areas of the country, Mexican food items which can be easily handled are natural sales items.

3. *Disposable plastic and paper goods.*

   We see an increasing availability and use of disposable containers, dishes, trays and flatware by university operations. As these products improve and costs drop, it is conceivable that your entire dishwashing facilities can be eliminated. However, keep in mind that when this is done, a huge amount of waste must be disposed of. This is done preferably by smokeless incinerators. Such large amounts of paper and plastic are difficult on garbage grinder systems. Somat and Wascon waste systems have promise but much remains to be learned.

4. *Convenience Foods.*

   Certainly there is a continuing trend toward the use of pre-cleaned, pre-prepared, pre-portioned, ready-to-use foods. As the food manufacturers improve the quality, packaging, distribution and costs of their products, they will capture more and more of the market. The manufacturers have overcome some of their earlier mistakes and have gotten away from the "fit all application" approach and have settled down to producing products which are oriented toward operator and consumer acceptance. There are still many convenience foods which are unacceptable for your applications. Any union planning a new facility should formulate carefully a menu around the anticipated market and then call in the available purveyors of convenience foods and test and price them against producing the food item on premise or in your commissaries.

   The direct results of the increasing use factor of convenience foods are that kitchens are being reduced in square footage and equipment, freezer capacities are being increased, and on-premise labor force reduced.

George A. Larson
Skidmore, Owings and Merrill
Chicago, Illinois

A. Educators have a responsibility to be informed about current trends in architecture and interior design if they are to be involved in planning and building programs for new union buildings.
   1. To set up criteria for judging and evaluating aesthetics and function, they must seek out accredited architects and interior designers.
      a. Survey work which has been done in recent architectural and interior publications.
      b. Request information through local AIA chapters.
      c. Visit new buildings.
   2. With this information, these educators have the tools with which to understand:
      a. Aesthetics.
      b. How the problems were solved.

B. How is an architect or interior designer selected?
   1. Acquire list of local and national architects from local AIA chapter.
   2. Ask for a resume and brochure of their work.
   3. Discuss fees:
      a. Architectural fees: 6-1/2%.
      b. Interior fees: 5-1/2% to 15%.

C. How is cooperation obtained?
   1. Ideal situation occurs when architect and interior people are with the same firm.
      a. Interiors and architecture are one entity; they should correspond to and relate to each other.
      b. It is possible that architect and interior designer be from separate firms; however it is important that they be involved together from the inception of the job.

2. Programming.
   a. Architectural and interior requirements of physical space.
   b. Projection of program for anticipated future requirements.
3. Preliminary layouts and conceptual design philosophy.
4. Mock-ups and actual samples of furniture, carpeting, fabrics, china and glassware.
5. Preliminary furniture budgets.

D. Acquiring furnishings.
   1. Bidding Documents.
      a. Competitive service bidding.
      b. Competitive performance bidding with "or equal" clauses.
      c. Negotiated bids.
   2. Evaluating Bids: Allow enough time to evaluate all bids at the same time and award contracts at the same time.

E. Installation of furnishings.
   1. Complete before move-in.
   2. Supervised by architect.
   3. Follow-up of replacements.

PART SEVEN: BUSINESS OF THE ASSOCIATION

THE ROLE OF THE COLLEGE UNION

A Statement of Purpose, Adopted at the Annual Conference, April, 1956

1. The union is the community center of the college, for all the members of the college family–students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
2. As the "living room" or "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
3. The union is part of the educational program of the college.

   As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

   Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free time activity a cooperative factor with study in education.

   In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.
4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

Officers of the Association

*President

Edwin O. Siggelkow
Coffman Memorial Union
University of Minnesota
Minneapolis, Minnesota 55455

*President-Elect

Robert A. Alexander
Guy S. Millberry Union
University of California - San Francisco Medical Center
San Francisco, Califronia 94122

*Vice President for Regional Affairs

Boris C. Bell
Memorial Union
University of Rhode Island
Kingston, Rhode Island 02581

*Vice President for Conference Program

Earl Fimler
Illini Union
University of Illinois
Urbana, Illinois 61801

Vice President-Elect for Conference Program

Mrs. Shirley Bird Perry
Texas Union
University of Texas
Austin, Texas 78712

*Editor of Publications

Porter Butts
Wisconsin Union
University of Wisconsin
Madison, Wisconsin 53706

Executive Committee of the Association

In addition to those above marked with an asterisk, the following are also members of the Executive Committee:

Immediate Past President

Richard D. Blackburn
K-State Union
Kansas State University
Manhattan, Kansas 66502

Host Director of the 1969 Conference

Lyle S. Curtis
Ernest L. Wilkinson Center
Brigham Young University
Provo, Utah 84601

Executive Secretary

Chester A. Berry
Box 7286
Stanford, California 94305

ASSOCIATION OF COLLEGE UNIONS–INTERNATIONAL

Regional Representatives

Region

1 John E. Ewart, Boston University (1969)
2 Ronald N. Loomis, Hamilton College (1969)
3 John Wong, Rutgers University (1969)
4 Christopher Knowlton, Indiana University of Pennsylvania (1971)
5 Paul C. Sherbakoff, University of Tennessee (1971)
6 Herb F. Reinhard, Florida State University (1970)
7 Wendell W. Ellenwood, Ohio State University (1971)
8 Robert N. Brock, Wisconsin State University, River Falls, (1970)
9 Clarence G. Dougherty, Southern Illinois University, Carbondale (1971)
10 Craig Millar, University of North Dakota (1969)
11 William Kratzer, University of Missouri, Rolla (1969)
12 Charles E. Cosper, University of Southwestern Louisiana (1971)
13 Kirby A. Krbec, University of New Mexico (1971)
14 Marvin A. Swenson, University of Alberta, Edmonton (1970)
15 Forrest E. Tregea, Stanford University (1969)

(Year in parenthesis indicates expiration of appointment).

1968 CONFERENCE COMMITTEES

Program

Ronald C. Barrett, *Chairman*, University of New Hampshire
Ted Crabb, University of Wisconsin, Milwaukee
Earl F. Finder, University of Illinois
Hans E. Hopf, New York University, University Heights
Richard L. Judd, Central Connecticut State College
Adell McMillan, University of Oregon
James J. Overlock, University of Illinois, Chicago
Bill J. Varney, University of Arizona

Nominations

Max H. Andrews, *Chairman,* Queens College of the City University of New York
Mrs. Barbara Reed, University of Illinois
William E. Rion, University of Florida
Roger L. Rodzen, San Jose State College
William D. Scott, University of Houston

Resolutions

Ernest L. Bebb, Jr., *Chairman,* University of Utah
Mrs. Anita B. Bales, North Central College
William F. Fuller, Pennsylvania State University
Cornelius W. Grant, Albany State College
Thomas C. Lile, University of Alabama
J. Farrell Shepherd, Weber State College

Past Presidents of The Association

1922 J. B. Bickersteth, University of Toronto
1923 M. M. Anderson, University of Minnesota
1924 Thomas Hart, University of Pennsylvania
1925 J. E. Walters, Purdue University

1926	Foster M. Coffin, Cornell University
1927	Rufus H. Fitzgerald, University of Iowa
1928	Marion M. Tillman, Vanderbilt University
1929	Rufus H. Fitzgerald, University of Iowa
1930	Paul B. Hartenstein, University of Pennsylvania
1931	Foster M. Coffin, Cornell University
1932	Porter Butts, University of Wisconsin
1933	Edward S. Drake, Ohio State University
1934	Nelson B. Jones, Brown University
1935	Raymond H. Riggs, Michigan State College
1936	Carl Lauterbach, University of Rochester
1937	Lloyd M. Vallely, Purdue University
1938	G. Ray Higgins, University of Minnesota
1939	J. E. Patrick, Indiana University
1940	Harold E. Pride, Iowa State College
1941	Robert Parke, University of Buffalo
1942	Walter H. Heideman, Jr., Wesleyan University
1943-46	Foster M. Coffin, Cornell University
1946-47	D. R. Matthews, University of Florida
1947-48	Douglas O. Woodruff, University of Utah
1948-49	Vernon L. Kretschmer, University of Illinois
1949-50	Donovan D. Lancaster, Bowdoin College
1950-51	Duane E. Lake, University of Nebraska
1951-52	Franklin C. Kuenzel, University of Michigan
1952-53	Charles D. Owens, University of Washington
1953-54	Louis D. Day, Jr., University of Pennsylvania
1954-55	William E. Rion , University of Florida
1955-56	Frederick Stecker, Ohio State University
1956-57	Earl E. Harper, State University of Iowa
1957-58	George L. Donovan, Pennsylvania State University
1958-59	J. Wayne Stark, A & M College of Texas
1959-60	Chester A. Berry, Stanford University
1960-61	Gerald O. T. Erdahl, North Carolina State College
1961-62	Floyd I. Brewer, University of Cincinnati
1962-63	Abe L. Hesser, Oklahoma State University
1963-64	Max H. Andrews, New York University
1964-65	A. L. Ellingson, University of Oregon
1965-66	William D. Scott, University of Houston
1966-67	George F. Stevens, Oregon State University
1967-68	Richard Blackburn, Kansas State University

Conferences of The Association

1914	Ohio State University, Ohio Union
1915	Ohio State University, Ohio Union
1916	Case School of Applied Science, Case Union
1917	Indiana University (cancelled because of war)
1920	University of Michigan, Michigan Union
1922	(March) Harvard University, Harvard Union
1922	(December) University of Toronto, Hart House
1923	University of Minnesota, Minnesota Union
1924	University of Pennsylvania, Houston Hall
1925	Purdue University, Purdue Union
1926	Cornell University, Willard Straight Hall
1927	University of Iowa, Iowa Memorial Union
1928	Vanderbilt University, Vanderbilt Union
1929	University of Wisconsin, Wisconsin Union

Conferences of the Association (continued)

1930	Brown University, Faunce House
1931	University of Michigan, Michigan Union
1932	University of Rochester, Todd Union
1933	Ohio State University, Ohio Union
1934	Indiana University, Indiana Union
1935	University of North Carolina, Graham Memorial Union
1936	University of Texas, Texas Union
1937	Purdue University, Purdue Memorial Union
1938	University of Minnesota, Minnesota Union
1939	University of Florida, The Florida Union
1940	University of Pennsylvania, Houston Hall
1941	University of Nebraska, The Student Union
1946	University of Minnesota, Coffman Memorial Union
1947	University of Illinois, The Illini Union
1948	Hotel Roanoke, Roanoke, Virginia
1949	Broadmoor Hotel, Colorado Springs, Colorado
1950	New Ocean House, Swampscott, Massachusetts
1951	Michigan State College, Union Building
1952	Oklahoma A & M College, The Student Union
1953	University of California, Stephens Union and Claremont Hotel, Berkeley, California
1954	Edgewater Beach Hotel, Chicago, Illinois
1955	The Greenbrier, White Sulphur Springs, West Virginia
1956	The Purdue Memorial Union, Purdue University, Lafayette, Indiana
1957	Hotel Utah, Salt Lake City, Utah
1958	Kellogg Center, Michigan State University, East Lansing, Michigan
1959	Deauville Hotel, Miami Beach, Florida
1960	Indiana Memorial Union, Indiana University, Bloomington, Indiana
1961	The Broadmoor, Colorado Springs, Colorado
1962	The Purdue Memorial Union, Purdue University, Lafayette, Indiana
1963	The Greenbrier, White Sulphur Springs, West Virginia
1964	Indiana University, Bloomington, Indiana, Indiana Memorial Union
1965	Sheraton-Palace Hotel, San Francisco, California
1966	Hotel Roosevelt, New Orleans, Louisiana
1967	Benjamin Franklin Hotel, Philadelphia, Pennsylvania
1968	Sheraton-Chicago Hotel, Chicago, Illinois
1969	Denver Hilton Hotel, Denver, Colorado
1970	Shamrock Hilton Hotel, Houston, Texas
1971	The Greenbrier, White Sulphur Springs, West Virginia

WELCOME REMARKS*

Norman A. Parker, Chancellor
University of Illinois at Chicago Circle

On behalf of my colleagues here tonight and as Chancellor of the University of Illinois at Chicago Circle, I would like to welcome you to Chicago for this most important gathering. I have had an opportunity to look at your program and I must say that I am very impressed by both the quality of the program and the people involved. I am pleased to see that you are using this time to talk about students, for isn't that what college unions are really all about?

Since meeting with your executive committee last October, I have been giving a lot of thought to the appropriate role a union and its director should play on a university campus.

I am not here tonight to give a lecture or an educational message. However, as kind of a representative of chancellors and presidents across the country, I would like to say a few words of how we view the union director's trials and challenges.

As a chancellor, I continually either read about or personally become involved in (of course only as a rather interested observer) a whole list of problems that confront the union. Riots, boycotts, demonstrations against Dow Chemical or the military, complaints about the food prices, let alone the food's quality, or the cost of books, demands for more student control, problems such as personnel shortages, space limitations, Civil Service conflicts, labor unions and many others are all things that are currently confronting college unions and their directors. College unions are and should be anything but the demilitarized zone of the college campus.

We are well aware of these problems. We also know that you are dedicated to servicing the university campus. You have my vote of confidence, and I feel certain comparable support from many of my fellow administrators. I feel, and I know all of us at the Circle feel, that the union director should play a vital part in the total operation of the university. He should be actively involved in the decision making process on issues that affect the campus and especially those that directly affect the union. A college administrator who fails to involve his director wastes considerable talent and expertise. The university today cannot and will not exist without the format only a union can provide. It is an essential part of the university existence.

Certainly, few, if any, in this audience would deny the assertion that the tempo and temper of higher education, and particularly American higher education, has been altered markedly in the sixties. The obvious crescendo of demands and needs felt daily by us all, the interface between student and university is extended and often considerably more heated than past experience relates. Such contact occurs on multi-levels and with varying intensities.

There is a constant need on the campus today for open discussion of issues. The union can and should provide the setting for this. It must offer opportunities for both the social and intellectual growth of the student.

I know I speak for my colleagues when I invite you as union directors to provide the comprehensive opportunities for our students' growth. It is a challenging task and one we cannot ignore. I commend you for your efforts in the past and encourage you to expand them in the future.

REPORTS OF THE OFFICERS

REPORT OF THE PRESIDENT

THE PEOPLE PROCESSORS

Richard D. Blackburn
Kansas State University

It was just twlve months ago in the city of Philadelphia that George Stevens pressed the gavel of the presidency into my hand at the closing conference banquet. It was a night to be remembered.

Porter Butts and Ed Whiting will remember that night and the establishment of the Butts-Whiting Award. Nelson Jones and Mildred Leigh will treasure the memory of that night, when their colleagues presented them with honorary memberships in the Association. And for Bob Alexander and John Veen, the night rang down the curtain on a year of intensive conference planning.

And I shall recall that night as the starting point of one of the truly memorable experiences in my life, a year as your president.

There were, I confess, many thoughts which darted through my mind on that April night a year ago.

What, I wondered, will our Association historian find to say about the year 1967-68, as he pens the record of the second fifty years of this Association.

What will the 54th year of the Association of College Unions mean to the on-going strength and vitality of our organization?

Will 1967-68 have any significance at all in the furtherance of the college union as a potent force in higher education?

And on that spring morning twelve months ago as I literally and figuratively floated through the clouds enroute home, one of the biggest questions of all was, "What will I have to say as I stand before my colleagues next April in Chicago?"

And so here we are. The calendar of this Association year has run out. It's April. It's Chicago.

The answers to all the searching questions about college unions have not popped into my consciousness with profound clarity. Alas, some may argue that I show signs of a confusion and fatigue syndrome which is symptomatic of twelve months in the ACU-I prexy's chair.

Some things are obvious. This has been a good year for our Association. This has been a good year for college unions. Your President can now report, with greater conviction than ever before, that on many fronts we are in a golden era. College unions are on the move. New buildings are popping up everywhere. Association membership is in a period of unprecedented growth. Seventy-five more colleges and universities have joined this year. And, perhaps the brightest jewel in our achievement crown, this year we have taken one of the most significant steps in our history–the establishment of a full-time Central Office and Executive Secretary position. Your overwhelming endorsement of this move is an eloquent testimonial to your faith in the union and its position of significance in the college community.

This has been a good year for our Association because we have successfully attracted one of the most outstanding union directors in America to be our first Executive Secretary. I know that you will be interested in hearing more about the plans for the new office which Executive Secretary Chester Berry will report at the Tuesday afternoon business meeting.

*The welcoming remarks were delivered for Chancellor Parker by James B. Holderman, Associate Chancellor.

Yes, this has been a good year, and there have been many, many others in our 54-year history. For exactly one-half the life of our organization much of the credit for our vitality and the steady stream of membership services goes to our now-retiring Secretary-Treasurer, Edgar A. Whiting. In recent months, as we have labored with the planned transferral of the Association office from Ithaca, New York to Stanford, California, we have realized again and again the magnitude of the load which has been carried for us for 27 years by our man in Ithaca, Ed Whiting.

This week here in Chicago, we of the college union set are devoting our attention to our problems and to our achievements, and sharing them with each other. This will be a week of mutual admiration and mutual commiseration. We will recite phrases from the statement of the role of the college union and rededicate ourselves to the principles which appear therein. "But," said John F. Kennedy, "our responsibility is not discharged by the announcement of virtuous ends."

What are we doing to translate that statement of the purpose of the college union into a workable plan of action in our own union? As we become immersed in the daily struggle to keep the shop running, we accept responsibility for a number of diverse and seemingly unrelated tasks. Those of you in a small college union, as I was for several years, know that you are saddled with several practical considerations. You haven't much staff and you haven't much budget. You must be adept at working with a student group planning to invite Dick Gregory to campus; and your abilities better also include knowing how to refill the paper towel cabinet in the men's room. You will probably get involved in helping the president's wife plan a large reception in the union; and you'll likely be the one that's still around to lock up the building when it's all over. As the union organization becomes larger, so increases the task diversity, and a coordinated personnel effort assumes added importance.

But in any union organization, small or large, strong centralized leadership must show the way, first by developing a conceptual unity, and then by implementing it. This working philosophy of what your union is, what you want it to do, and how you plan to do it, is the common thread which ties together the potpouri of activities and services within the union's walls.

In naval shipboard nomenclature, a commonly used term is "damage control." Damage control refers to the measures necessary to retain the ship's water-tight integrity, and to affect rapid repairs of damages which threaten the vessel.

Sometimes, even frequently, we find ourselves in our unions engaged primarily in damage control--solving the crises that seem to develop at least as fast as we can turn our attention to them. It's a matter of just keeping the ship afloat that consumes us.

In a shipboard organization, dousing the fires and plugging the leaks does not mean that the steering of a set course is forsaken. The ship not only must be afloat, it must continue to move with purpose.

So it should be with us--but is it? It's possible to be damage controlmen--busily scurrying from one predicament to another--and never get out of drydock.

There's nothing wrong with having diversity in the kinds of things that are found and done under the roof of a college union. We are, to be sure, many things to many people. If we are, for example, to provide a community center of the college with the services, conveniences and amenities needed by the members of the college family, we are faced with the immediate necessity of bringing about the doing of the day's work. There are meals to be prepared, a building to be cleaned, rooms to be scheduled and merchandise to be ordered.

We need not apologize for having the liveliest coffee shop and the most inviting dining rooms in town. What's wrong with providing the campus community with bowling, barbershops, books, billiards, and banquets? Yes, and even in some cases, beer?

So a weekly magazine describes us as blending the looks of a USO, a Howard Johnson's and the old Havana Hilton with the dreams of Manhattan's Lincoln Center for the Performing Arts. There's certainly nothing disreputable about all of these kinds of things.

Our contributions as a college service and convenience center are important and let's don't derogate them. But this is only a part. Let's don't stop there. What's disconcerting to me is that many do stop at this point.

There is more to a college union, but from here on, unfortunately, is where our mission starts to get blurred in the minds of many.

One educator, in expressing his case against the college union, described the union staff as being "hell-bent on people processing." He noted that union director's offices "bristle with brightly colored charts: People Charts which rival anything Madison Avenue could devise for General Motors." And he goes on to condemn us for being pre-occupied with attracting and involving the masses at the very point in young people's lives when one of their most crucial problems is the search for identity and recognition.

I think he has a point, a very valid, however painful, one. It is easy and natural, as we become absorbed in keeping our union ship afloat, to think only in terms of quantities and groups--and the most expenditious way to process them. Five-hundred for a banquet; five thousand for a concert; eight hundred committee applicants; four thousand through the snack bar line; five thousand at the information desk. We cannot deny that we devote a good deal of time to being people processors.

We have a mountain of evidence pointing to today's higher education as being impersonal. Colleges and universities have gone so far down the road toward educating the masses--in punch-carding, in computerizing, in processing--that some of our general college catalog statements about "individual attention" seem strangely incongruous. The varied components of the college educational experience--the faculty members, the rows of books, the lecture halls, the laboratories, the college union with its profusion of facilities and activities--these remain as only backdrops behind education until a real human contact occurs. It may be only a smile or a simple gesture, but this is how recognition of a person begins.

If my year as your president has engendered any serious anxieties in my mind about college unions, it is this: In our haste to process people, we are neglecting what's happening to those people. And this is highly important.

How do we respond, then, to a call for greater union sensitivity to student experiences and to the importance of that vital human contact? And how do the good works of this kind that we are already accomplishing gain greater visibility-- or need this concern us? There are, I suggest, several ways that we can respond.

First, we must assure that the union is a place where students like to come. Many students have said to me, and I think this is pretty common, that the union is one of the easiest doors on campus for them to open. Why is this? It may not be true for very long unless we make some effort to understand the "why?" One student's comment was "There's nothing very scary about the union. They don't give grades, they don't hand out library or traffic fines, they don't threaten disciplinary probation and they don't say 'no-no' at everything we want to do. There is a positive feeling there, and it's where I'm most comfortable."

This says a lot. For one thing, it suggests that the union should be cautious in absorbing other kinds of offices and facilities under its roof. Students will come to the union if they feel that it's *their* place and that *their* interests are primary. They will react differently if they perceive a conglomeration of university administrative agencies strategically placed to capitalize on "where the student traffic is."

Our image is showing--and if we are to do educationally what in all our beautifully worded brochures we profess we are dong, then we had better be vitally concerned with the way students see us. A postive place or a negative place? Clean and bright, or grimy and drab? Creative and exciting, or drowsy and routine? Warm and friendly or distant and impersonal?

You can supply the adjectives as well as I. But, when added up, what's the tally? Does it make your union door one that students like to open? The union has a magnificent potential for multiplying the chances for vital human connections to take place--but only if students choose to cross its threshold.

Next, I suggest that we need to be better geared to accommodate and facilitate spontaneity, and to stimulate human dialogue. It may be that the college union is one of the few (if not the last) spots on campus where students may speak out and be listened to, where opportunities still exist to wrestle with real life experiences, and where that membrane separating students and faculty can become more permeable.

All of these kinds of happenings do not, to be sure, follow a predictable pattern. Unusual situations will pop up--both good and bad. But this we must expect--and accept, in the belief that students, faculty and staff can benefit from these real-life experiences.

The day is long gone, if indeed it ever existed, when our union governing bodies should try to write policies and rules and regulations to cover every predicament. It is certainly important that some policies and limits be established, and that they be enforced--and that they be reviewed with some regularily. What matters more, I submit, is the general union administrative attitude which prevails. When a student makes an out-of-the ordinary request, is our impulsive reaction "What are some good reasons to support my telling him 'No'," or is our approach "What can I do to make this an effective learning situation?"--"What can I do to assist him with his problem?" While our union buildings and staff are subject to more diversity and variety of activities than any other spot on campus, we still have a tendency, I think, to get into the "set-up sheet syndrome" or patterns of "Well, this is how we have always done it." "Today is never like yesterday," wrote Gordon Whaley, in *The Empty Chalice*, "and it is a poor business indeed to keep pouring all this new bronze into the same old mold."

Too often, I feel, we work very hard on a new policy or regulation, and then implement it by scratching out a crude sign that reflects very little time or thought--and we expect people to accept it gracefully. We rely too much on signs or printed statements of rules and regulations because it seems easier for us. As we proceed to bedeck our buildings with signs bluntly stating all the things which aren't allowed, let's pause to consider the adversary impression which this creates.

Can we encourage stucent spontaneity without spawning chaos? How do we avoid becoming a "no-no" kind of place? What are the ways to say "No" and still be positive?

These are questions we had better tend to if we are going to make a significant contribution to the student growth process.

Corollary to the encouragement of spontaneity is the Smithian theory of the union as the "House of Serendipity." We don't want everything that transpires in the union to come in nice, neat, well-planned packages, and it wouldn't anyhow! In the fairy tale, The Three Princes of Serendip were always finding things of which they were not in quest. But it need not all be by accident. If we're alert, we can do much as a catalyst for making fortunate occurrences happen to people in the union. We can do much to keep the dialogue going and to keep open the "grinding out" of a value system.

Thirdly, if we are to be really effective in the people business, union staff must come to see ourselves as a humanizing force--much more than functionaries "hell-bent on people processing." This applies not only just to the director or the professional staff (though it's a lost cause if it doesn't begin there)--it applies to secretaries, custodians, counter attendants, the whole organization. We need to understand that by example, action and reaction every day on the job, we are contributing to the environment in which education is taking place. When our staff can be calm--when it would be easier to be angry or bothered, when our staff can be accommodating--when it would be much easier to not hear; when our staff can listen--when we might be more inclined to talk, then we are on the way toward developing the right kind of meaningful team effort.

Those of us who are supposed to be the glue that holds the union together--that give it purpose and direction--we must trigger a dripolator action through our organization which emphasizes that in the doing of our daily tasks, the little things in people contacts are important. One of our union colleagues likes to say this: "Little things are so important, I sometimes wonder if there are any little things."

And finally, in the words of San Francisco longshoreman-philosopher Eric Hoffer, I think we find a fourth cue: "I have always felt that the people I live and work with are lumpy with talent."

If ever there was need for a recognition center on our college and university campuses, it exists today, and the need will continue to mount as enrollments soar upward. I'm talking about individual recognition. When and where it does exist, too often it is only recognition for the outstanding, the superior, the highly talented.

But *every* student is a gifted student. Every student--indeed, every human-- has particular potentialities which are uniquely his. Educators traditionally define this giftedness in terms of intellectual endowment alone. But our students have many other capacities, often unrecognized or dormant, which need the same deliberate cultivation as their intellect. What better place than the union for this to occur? What better place than the union to reveal latent abilities, and talents, and interests--not just to other members of the college community, but to themselves as well? "The essential thing," said Albert Camus, "is not to lose oneself and not to lose that part of oneself that lies sleeping in the world."

As we go about our business of developing highly polished programs and well-attended events, let's pause and wonder what has occurred along the way in terms of individual growth. In this regard, union programmers need to be ever on the alert. It is the undiscovered giftedness in people that Eric Hoffer talks about that should be a focal point of our union programming effort. We have an obligation to pursue this concern for human potential with vigor, the same kind of vigor--if not more so--which we readily display in buying and presenting big name entertainment or in assuming responsibility for arranging overseas tours.

And so tomorrow morning, and the morning after that, and every other morning through the months and years ahead, the doors will swing open to start another day in college unions everywhere. The usual measures of our operational competence will be assembled--number of meals served, cups of coffee poured, films shown, meetings held, art shows hung, checks cashed, concerts presented, lines bowled, books sold.

But tomorrow morning and every morning after that, our energies must reflect a further dimension: Though we be people processors, this is not all. We are hell-bent on illuminating the potential of human beings.

This too is important.

REPORT OF THE VICE PRESIDENT FOR REGIONAL AFFAIRS

Boris C. Bell
University of Rhode Island

The overall regional effort within the Association of College Unions-International during the period April, 1967-March 1968 might best be characterized by the term, progress. While not dramatic, this forward thrust may be considered highly satisfying when it is recalled that the sluggishness of recent years was of sufficient concern to warrant broad introspection of the function of the regional organization. Particularly gratifying in this review of the past twelve months have been the indications--not entirely tangible, it must be acknowledged--of improvement in several long-standing weak areas.

Easily the most significant regional development has been the year-long effort to reorganize regional staff in relation to a sophisticated level of coordination with six of the Association's standing committees. Evolving from the deliberations of Regional Representatives following a report by an ad hoc regional study committee in Philadelphia in April 1967, an arrangement, later approved by the Executive Committe of the Association, was set up to create new positions--six per region-- for the purpose of spreading the burdensome work load of the regions. Closely tied into this staff development was the linking of the new positions to the Association's Committee on the Arts, Committee on Relations with Artist Representatives, Junior College Committee, Professional Development Committee, Publicity and Public Relations Committee, and Recreation Committee. Titled Regional Coordinators for _____ Committee, and answerable to Regional Representatives, these positions designed to communicate the activities and projects of the committee to the regional membership and, wherever possible, to implement programs useful to the regions.

Because of the massiveness of the new liaison effort--ninety new regional positions were created--and the need to develop clearly defined guidelines for both committee and regional personnel, much of the past year was devoted to organization. As might be expected with such a complex project, some confusion was apparent along the way, slowing down the overall implementation of the joint effort. The already proven arrangement of coordination with the Recreation Committee, however, enabled the well-established regional recreation program to function smoothly. It would now appear that, with the effective direction of the Regional Representatives and reasonable cooperation from the committees, the opportunities for expanded regional activities should be greatly enhanced in the days ahead.

Another encouraging sign during the past year has been the general improvement in the volume and quality of communications within and among the regions. Especially note-worthy was the resurgence of the regional newsletter which was used to great advantage in dealing with traditional regional activities, explaining the new staff reorganization project, and generally informing respective memberships on local and international developments. Most of these publications, however, were staff rather than student authored. Increasing regional contributions to ACU-I Bulletin--a report on the meeting of the Regional Representatives in Philadelphia and a nearly one hundred percent participation in the regional conference feature in February--offer another example of stronger communications efforts. There still remains a widely varying communications output from region to region, however, and much attention will be required, in the months ahead, to attain uniformly acceptable levels of performance.

Impressive attendance figures registered at the 1967 regional conferences offer ample evidence of the importance of the local effort to the broad program and goals of the international organization. A record breaking total of 2944 students and 693 staff members--an average of 196 students and 46 staff members per region--participated in the meetings. Additionally, 61% of the Association's member institutions were represented.

Individual conference reports indicated varying program formats, ranging from the popular discussion-workshops to the leadership training approach. Wide use of non-Union resource people in student programs was noted, along with the traditional tendency toward presenting keynote speakers. Twelve of the regions conducted career sessions for interested students in attendance. On the staff level, all of the regions held separate staff sessions, with ten of the conferences using the Professional Development Committee-suggested staff session format to advantage.

Despite the growing complexity of the regional conference--steadily increasing attendance patterns seem to be complicating the planning and conduct of the full meetings--twelve of the fifteen evaluations by the Regional Representatives reflected "good to excellent" conference programs.

Until very recently, as emphasized by the need in the 1966-67 Association year for the above-mentioned ad hoc regional study committee, the base of regional activity had been quite narrow, constituting the only solid offerings on a regular basis. While the general broadening process during the past twelve months cannot be termed dramatic there have been solid indications that new and significant regional programs are being developed. Specific information on these occurrences may be found in the individual annual reports of the Regional Representatives. It is fully expected that the newly adjusted regional staffs will provide important impetus to this activity growth.

Accompanying this sign of new vigor in regional programming has been the emergence of the Regional Representative as a significant factor in the leadership of the Association. Reflective of this increasing role during the past twelve months are the quiet, behind the scenes influence exerted by the Regional Representatives at the 1967 Conference to encourage the acceptance of the executive-secretary proposal, the initiatives taken by them to work more closely with standing committees of the Association in order to bring to individual members the substantive offerings of the parent organization, the opportunity afforded the Regional Representatives to contribute to the development of the program of the international conference, and the key involvement planned for the Regional Representatives in the proposed strengthening of the student role in the affairs of the Association. The major participation of the Regional Representatives in events related to the interational conference further emphasizes this point. It can confidently be anticipated that the Association will increasingly benefit from this newly-tapped source of leadership.

REPORT OF THE SECRETARY
Edgar A. Whiting

I prepare this annual secretary-treasurer's report, my 26th and last, with mixed emotions. It has been a tremendous experience for me to have served the Association in this capacity, to see it grow from 75 institutional members to over 800, and to see the professional membership grow to over 400. It has been a privilege, indeed, to work with the hundreds of persons directly allied with college union work and particularly the members of the executive committee, whom I have known the best of all, and whom I consider my very good friends.

I wish to make special reference to the men who have served as president of the ACU-I during the time I have been secretary, beginning with Foster Coffin and ending with Dick Blackburn. Foster was asked to serve a third term as president after Walter Heideman, elected at the University of Nebraska conference in December, 1941, could not serve because of overseas duty with the American Red Cross. It was an opportunity, not afforded many persons, to be able to work with 23 such distinguished men.

Individuals can not be recalled without mention of Porter Butts. It has been my good fortune to have known Porter since 1930 and to have worked closely with him for almost 40 years, particularly during the last 26 years when we have served together on the executive committee. No one knows better than I the influence Porter has had on the development of the college union.

Looking at the other side of the picture, the secretary-treasurer's job has developed into a full time position. In fairness to my Willard Straight Hall responsibilities and the ACU, the decision to relinquish the Association position was the only answer.

I want to express my unbounded appreciation to all who have assisted me. Cornell University has provided office space for the Association office in Willard Straight Hall without charge, and has permitted us to use the University's general stores and printing facilities at the same rates as those charged departments of the University, thereby saving the Association a great deal of money.

Now for this year. Our growth continues to be a significant one. During the year, 72 institutions have joined the Association. A year ago, the total membership was 767. During the year, 29 schools resigned or were dropped, making a total of 810 members as of March 22, 1968. The institutions enrolled during the year are:

Region 1

Stonehill College
Southeastern Massachusetts Technological Institute
University of Liverpool
Endicott Junior College
Massasoit Community College
Emerson College

Region 2

Orange County Community College
St. Bonaventure University
Genesee Community College
Rosary Hill College
D'Youville College

Region 3

Rutgers, University-Newark
New York City Community College
Ocean County College
Wagner College
Borough of Manhattan Community College
Columbia College
Delaware State College

Region 4

Allegany Community College
Anne Arundel Community College
Harrisburg Area Community College
York Junior College
Lafayette College

Region 5

Virginia Union University
Appalachian State University
Alice Lloyd College

Region 6

Albany State College
Troy State College
Florida Technological University

Region 7

Findlay College
Oakland Community College, Highland Lakes Campus
Marietta College
Lansing Community College
Sinclair Community Collage
Delta College

Region 8

Dominican College
University of Wisconsin-Waukesha

Region 9

Rock Valley College
Parkland College

Region 10

University of Dubuque
Dakota Wesleyan University
University of Minnesota, West Bank
Central College

Region 11

Lindenwood College
Rockhurst College
Wayne State College
University of Oklahoma, Medical Center
Fontbonne College
Southwest Baptist College

Region 12

Bee County Community College
AbileneChristian College
Tarrant County Community College

Region 13

College of Artesia
Arizona Western College

Region 14

Lewis-Clark Normal School
Green River Community College
Boise College
Everett Junior College
Mount Royal Junior College
Seattle Community College
Blue Mountain Community College

Region 15

Flinders University of Australia
University of Redlands
Trustees of California State Colleges
Westmont College
Church College of Hawaii
Macquarie University
De Anza College

There has also been a significant increase in professional members. Today there are 404 members, compared with 322 a year ago.

Following are some of the items handled by the central office during the year, in addition to the routine filling and billing of orders and handling of correspondence:

Maintained a schedule of the two black and white photographic exhibits, 18 showings.

Maintained a schedule for the three 35 mm color slide exhibits. These slides were used by 18 members.

Maintained a schedule for the Hallmark Historical Collection of Antique Greeting Cards, compiled three years ago by Hallmark Cards Inc., through the efforts of the Committee on the Arts. Seven members had this exhibit during the 1967-68 school year.

Prepared, printed, and circulated proceedings of the 44th annual conference, held in Philadelphia, April, 1967.

Supervised the typing of masters and printing of AN ANNOTATED BIBLIOGRAPHY OF THE COLLEGE UNION, by Ernest M. Christensen. This is the seventh book of the 50th Anniversary Series, "College Unions at Work."

Reprinted THE COLLEGE UNION OUTDOORS by Ted Crabb.

Reprinted THE UNION RECREATION AREA by George Stevens.

Reprinted ART EXHIBIT SOURCES 1967-68 by the Committee on the Arts.

Added all new publications, as well as 1967 conference proceedings and 1966-67 Bulletins, to the microfilm library and supplied prints to each of the 11 regional libraries.

Prepared four mailings to the membership concerning matters of general interest and the 1968 conference.

The Employment Service has had its busiest year. Over 2000 referrals have been made. Presently, there are on file the papers of 164 active candidates. In addition, the papers of 162 candidates have been handled since last March. These candidates are now inactive, having either accepted employment or requested that their papers be placed in the inactive file. There are 37 open positions currently listed. In addition, since March 1967, there have been 106 positions filled.

REPORT OF THE TREASURER
Edgar A. Whiting

The fiscal year of the Association begins July 1. The report that follows is for the year ending June 30, 1967. The budget for 1966-67 showed a balance of income over expenses of $1,165. The actual experience shows a balance transferred to the reserve of $12,385.82.

The 1967-68 budget calls for a balance of $650. It should be noted that the 1967-68 budget is based on an operation similar to that of past years and does not reflect the finances of the new executive office. Although the new dues structure went into effect January 1, 1968, only the amount equivalent to previous dues ($40 for regular and $20 for associate members) is being allocated for 1967-68 operations. The balance is set aside for the new set-up which goes into effect July 1, 1968. Likewise, all expenses pertaining to the new office and incurred prior to July 1, 1968 are being kept separate from 1967-68 figures. The final statement for 1967-68 will appear in the October issue of the Bulletin.

It is interesting to note that the operating budget in 1941 amounted to $2,000. For 1967-68 it is $45,000. In 1941 there were no reserves. Today there is a reserve in excess of $30,000.

ASSOCIATION OF COLLEGE UNIONS
Operating Statement, 1966-67

INCOME	
Membership	
Regular	$26,940.00
Associate	1,760.00
Individual	2,016.00
Publications	
Bulletin	961.30
"Planning, Operating College Unions"	570.00
"Standards in Union Work"	312.00
"Reviews" Reprints	3.40
Harvard Case Studies	132.00
"Planning College Union Buildings"	814.86
"These Are Our Best Programs"	192.00
Inst. Research Council Pamphlet	2.00
"A Union Credo"	8.60
"College Unions-Fifty Facts"	125.20
Guide-Relations with Artists' Representatives	126.70
"Administration, Operation of the College Union"	607.50
"The College Union Outdoors"	149.00
"Art in the Union"	128.00
"Planning for a College Union"	240.00
"The Union Recreation Area"	180.00
"Food Service and the Union"	470.80
"College Unions-Year Fifty"	745.00
Directory	867.00
"Planning the College Union for Multiple Use"	685.50
50th Anniversary Art Catalogue	47.50

INCOME	
"State of the Union Around the World"	$ 1,145.22
Miscellaneous	1.00
"The College Union Story"	116.20
Services	
Booking Stamp	119.50
Microfilms	25.00
Employment Registration fees	697.50
Conference	2,000.00
Conference share of planning conference	1,500.00
Conference balance	6,833.93
Miscellaneous	
Postage	153.95
Miscellaneous	183.02
Total Income	$50,859.68
EXPENSES	
Administration	
President, office expense	$ 305.00
President-elect, office expense	33.20
Past President, office expense	–
Secretary-treasurer	3,900.00
Secretary-treasurer, secretarial	2,745.24
(a) stationery	614.06
(b) postage	1,109.30
(c) supplies	299.40
(d) equipment	389.00
(e) miscellaneous	438.12
(f) telephone, telegrams	158.35
Planning conferences (committees)	2,324.68
Travel	145.20
Director of Development	630.60
Contingency	2,421.28
Miscellaneous	239.49
Committees	
Arts	665.62
Recreation	360.10
Junion Colleges	79.42
Professional Development	410.37
Publicity, Public Relations	490.28
Research	111.95
Special Projects	133.81
Inter-Association	1,702.93
International	98.22
Relations with Artists' Representatives	159.75
Contingency	–
Publications	
Editor	3,100.00
Bulletin-Asst. Editor	200.00
(a) Secretarial	554.11
(b) Printing, cuts	3,990.48
(c) Mailing, miscellaneous	1,318.55
"Planning, Operating College Unions"	–
"Standards in College Union Work"	–
Brochure	–
"Planning College Union Buildings"	808.00
"College Unions-Fifty Facts"	360.00
Directory	1,979.06
"The College Union Story"	80.20
"These Are Our Best Programs"	52.00
"A Union Credo"	85.00
"State of Union Around the World"	–
Harvard Case Studies	188.72
Miscellaneous	2.00
Proration of publication cost to reserves	3,000.00

EXPENSES (continued)

Services	
Bibliography	$ 285.91
Booking Stamp	135.00
Microfilms	16.95
Employment-supplies and conference	431.60
Regional Affairs	
Vice-president, office expense	247.88
Regional Representatives meeting	959.05
Regional conference, officer travel	150.00
Stationery, supplies	20.00
Regional Libraries	119.35
Regional Representatives, regional travel	424.26
Contingency	–
Total Expense	$38,473.86
Balance	$12,385.82

REPORT OF THE EDITOR OF PUBLICATIONS

Again this year tens of thousands of copies of union books, manuals, bulletins, monographs, and pamphlets have been distributed–most of them without special charge–to union staff members; college presidents, deans, and business managers; architects; libraries; government offices; and educational organizations in related fields.

Principal users of the publications are undoubtedly union staff members and the committees (and architects) of those institutions which are actively planning for union construction. While much progress has been made in consolidating a body of knowledge about unions, and it is widely sought and used by those immediately involved in union planning and operation, it still seems to be the case that very little gets through to the places where many important policies and decisions affecting unions are made–namely, to university administrators and the faculty–or even to the researchers and members of study commissions who write papers and books on student personnel work or university administration.

This is a central, prevailing problem so far as understanding of union purpose and potential, and an enlightened union development, either locally or nationally, are concerned. And with the influx of thousands of new administrators and faculty members as institutions of higher education have expanded at a phenomenal pace in recent times, and constant turnover each year, the problem of achieving outside the union field itself even an elementary understanding of what a union is, or could be, is becoming ever more formidable. One effort that can probably help as much as any other, or more so, is for union staff members to see that as many key Association publications as possible reach key administrators and faculty members on their own campuses, with a personal note appended.

NEW PUBLICATIONS

Annotated Bibliography of the College Union. This comprehensive bibliography of the more significant union articles appearing in both Association and other publications during the period 1950-1966 was received from the printer in the fall of 1967. The work of Ernest Christensen, director of the University of Manitoba Union, assisted by the Editor, it includes more than 1200 annotations and runs 268 pages in length. The volume is available for sale at the central office at $4.

State of the College Union Around the World. Written by the Editor and published in June 1967, this volume has now reached sales of almost 700 copies–largely to union staff members, libraries, and deans (an announcement was mailed to some 1200 members of the National Association of Student Personnel Administrators). It has been favorably reviewed in a number of educational journals. Copies are available (at $8.50) by writing the central office.

Planning and Operating College Union Buildings. After considerable up-dating and enlargement this standard reference work on unions (seventh edition) was distributed without charge to all Association members in the fall of 1967. 3,000 copies were printed. Additional copies available at $2 by writing the central office.

Standards for Professional Staff Preparation and Compensation in College Union Work. The biennial edition of this pamphlet, updated with the assistance of the Professional Development Committee and including suggested salary guides, was also distributed free to the Association membership last fall. 2,500 copies printed. Available at the central office at $2.

CONTINUING PUBLICATIONS

Bulletin. Circulation has risen from 3,600 to 4,000 copies, including a number of libraries, 40 exchanges with other professional educational organizations, and 430 individual members of the Association. One supplement covering "Reviews of Special Union Studies" has appeared. A new feature, "Our Inquiring Readers," with sometimes extensive answers to questions of general reader interest, has been added.

A significant development has been the appointment of six "contributing editors." Their special articles have greatly broadened the Bulletin coverage of developments in the union field.

Planning College Union Facilities for Multiple-Use. Requests for this 1966 publication continue to arrive at the Editor's office at the rate of 4 to 5 a week. A total of almost 3,500 copies have now been distributed.

The Association Brochure, outlining Association services, is out of print. Re-publication has been deferred until later this spring so that the address of the new central office, its services, and the new dues schedule can be included.

PUBLICATIONS IN PROSPECT

The Editor and Frank Noffke, director of the Union at California State College at Long Beach, have been asked to prepare a two-part chapter on college unions–Part I: Facilities, Administration, Finance; Part II: Program and Services–for a *Handbook of College and*

University Administration, to be published by McGraw-Hill Book Co. Part I has been completed. Assuming wide distribution, this handbook may do much to carry the union message to college and university presidents and business officers.

The Executive Committee and Editor are currently considering the possibilities of publishing a professional "journal" (as distinguished from the news and special feature story character of the Bulletin). Much will depend upon funds available and the extent of the contributions that can be expected. All who are interested in having a "journal" are asked to write to the Editor, giving any suggestions they may have.

Porter Butts
Editor of Publications
The Wisconsin Union
800 Langdon Street
Madison, Wisconsin 53706

INTER-ASSOCIATION COMMITTEE

Committee Members

Lake, Duane E., Chairman	*University of South Florida*	*Overlock, James J.*	*University of Illinois*
Bateman, Stanley C.	*University of California, San Francisco*	*Overman, Jack H.*	*Kansas State College*
Bierbaum, William R.	*The University of New Mexico*	*Smalley, Jack C.*	*Purdue University*
Dault, Raymond A.	*Indiana University Medical Center*	*Smith, C. Shaw*	*Davidson College*
Ellenwood, Wendell W.	*Ohio State University*	*Rion, William E.*	*University of Florida*
Hesser, Abe L.	*Oklahoma State University*	*Cochran, Joan*	*University of Cincinnati*
Kottner, Loren V.	*State University of Iowa*	*Moore, Norman F. (Ex-Officio)*	*Wisconsin State University*
Maddox, A. Carlyle	*Louisiana State University*	*Taylor, Fannie T. (Ex-Officio)*	*University of Wisconsin*

COMMITTEE OBJECTIVES

Inter-Association: This committee shall: 1. work with the representatives of other national associations (currently 17 professional associations, 2 national student organizations, three councils in which ACU-I holds membership and the U.S. Office of Education) in (a) identifying the most pressing issues and problems in the college student personnel field, particularly those of long range import and those accentuated by curricular and enrollment complexities and (b) developing working agreements among professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead; 2. communicate basic information, policy, and procedural changes of the Association of College Unions-International to a key representative of each of these allied organizations; 3. through liaison functions with other professional organizations, share findings with key officers and specific committees within ACU-I.

1967-68 PROJECTS

1. Each committee member accepted liaison responsibility with one or more national association. On invitation and when possible, he represented ACU-I to his assigned association's meetings or located another qualified ACU-I member to represent us.

2. Most members received the publications of his assigned associations and when requested ACU-I reciprocated in like manner to a counterpart liaison person.

3. An effort was made to develop a roster of allied associations as to current officers, publications, future conference dates and sites.

4. Committee members assisted the ACU-I Ad Hoc Committee on Officer Selection Procedures by soliciting officer structure, nomination and selection procedures from allied associations.

5. ACU-I was represented at the national meetings of the Federation of Professional Organizations for Recreation by Loren Kottner. Frank Noffke representing ACU-I served as Chairman of the Council of Student Personnel Association during this past year. ACU-I was represented at the annual meeting of COSPA held in Washington in October by Noffke, George Stevens, and Duane Lake, and also the American Council on Education meeting, which followed. Norman Moore, Chairman of ACU-I Professional Development Committee and ex-officio member of IAC, represented ACU-I on the COSPA Professional Development Commission.

6. Through the IAC activities, the ACU-I officers were alerted to such diverse developments as state legislative actions affecting union operations, and the Campus Governance Study of the American Association of Higher Education, both having possible serious implications for future Union operations and programs.

7. By inviting officers of allied associations to attend the Chicago Conference, hosting them during the Conference, and providing a breakfast meeting with the Executive Committee and IAC members, we hope to develop a better coordinated, more effective, and viable relationship with our allied associations.

PROPOSALS FOR 1968-69

1. We must continue to develop more effective means of communication on common problems with other professional organizations.

2. We need to study and implement procedures to keep our membership aware and informed of developments, common problem areas and current solutions offered by our related associations.

3. We need to research methods that will assure a continuing interest and a more personal involvement of the IAC member in the activities of his assigned groups.

RECOMMENDATIONS

1. In these times of rapid change and fervent expression in all areas of campus life, it would seem that the ACU-I with its multiplicity of professional interest areas would be the natural association to initiate face-to-face inter-association meetings concerned with common problems and related interests. Possibly studies could be made to isolate the most pressing problems and concerns common to both Union operations and our allied associations which are not necessarily student personnel oriented. We could then convene representatives of these associations for purposes of dialogue and possible uniform solutions–similar to the function served by COSPA with student personnel organizations.

2. There is evident need for a structural reorganization of the IAC. Since it is not a *project* Committee and is concerned with such a diversity of professional associations, there ceases to be a compatible, effective committee relationship and function. Problems, projects or other activities of interest to ACU-I which may be recognized through allied association efforts can best be directed to the Executive Secretary and ACU-I officer structure–where appropriate action can and should initiate.

INTERNATIONAL RELATIONS COMMITTEE

I. COMMITTEE MEMBERS

Carlyle Maddox, Chairman	Louisiana State University, Baton Rouge
Robert A. Alexander	University of California-San Francisco Medical Center
Samuel Brindle	University of Puerto Rico
Clark Drummond	Baldwin-Wallace College
Carl E. Nelson	University of Minnesota
Van Westover	New York University

II. COMMITTEE OBJECTIVES

1. To develop a self-consciousness on the part of American students and faculty toward foreign students as individuals and as persons representing mores, folkways, and attitudes at variance to our own.
2. To encourage our nationals to develop lasting friendships with students from other countries.
3. To encourage international students to take an active part in campus affairs.
4. To encourage basic union programs which foster the above.
5. To encourage the exchange of ideas related to international programs between College Unions, which may be directed at the *Bulletin* or gathered through an occasional poll of the membership.
6. To develop a close liaison with appropriate organizations and agencies involved with international relations programs.
7. To develop procedures for receiving and handling foreign visitors to our campus.
8. To provide throughout the world the proper image and philosophy of the college union.

III. 1967-68 PROJECTS

1. Improve organization and services of tour help offered to foreign personnel visiting unions in the United States.
2. Continue to increase direct liaisons with agencies which can cooperate with the ACU and its member institutions in promoting international programs.
3. Prepare directory of agencies and representatives and description of services and resources available from them.
4. Encourage regional conference attention to international programs on an organized basis.
5. Define more clearly the purposes and objectives of the IR Committee as it relates to the ACU.

IV. PROJECTS PLANNED FOR 1968-69

1. Expand organization and services of tour help.
2. Propose specific programs and projects for regional conferences and individual unions.
3. Maintain and improve direct liaison with international relations agencies and associations.
4. Prepare articles for the *Bulletin of the Association of College Unions.*

REPORTS OF THE STANDING COMMITTEES
Committee on the Arts

COMMITTEE MEMBERS

George L. Meyers, Cahirman	Colorado State College
Owen A. Basil, Jr.	University of Maryland
Paula Dickson	Ohio State University
Ella Fountain Pratt	Duke University
Ann S. Hicks	State University of New York at Buffalo
Richard Joaquim	Boston University
Milanna Nickliss	University of California, San Francisco Medical Center
William J. Osborne	University of Florida
Barbara Reed	University of Illinois
Jane Shipton	New York University, University Heights, New York
Tom Stark	University of Minnesota

Committee Objectives

1. To study, promote, and facilitate the development and implementation of educational programs in The Arts in a concerted effort to to increase awareness, understanding, and appreciation of the art forms.

2. The Committee will concern itself with all segments (architecture, creative crafts, dance, drama, film, literature, painting, sculpture, etc.) and aspects of the arts to provide direction and resources for the membership it serves.
3. Particular emphasis will be given to assessing and interpreting trends in cultural affairs, exchanging significant ideas and experiences about The Arts programming, and establishing communication with related regional, state, and national art organizations.

Implementation of these goals may be achieved through individual study and research, centralized files, publications, workshops, consultations, and/or any other means considered appropriate by the Committee at the national and regional levels.

Regional Co-ordinators

At the regional level the functions will be determined according to the specific needs and interests of each region. Special emphasis will be given to informing member schools of the purpose of COTA.

Regional Co-ordinators' Responsibilities

1. Establish Art Exhibit source lists within each region.
2. Establish items pertaining to The Arts, both Visual and Performing Arts on all regional conference agendas.
3. Organize Photography Exhibits of student work within the region.
4. Stimulate the development of art collections within college unions.
5. Work for the establishment of more regional traveling exhibits.
6. Establish communication with state art councils, which have been established in many states.
7. Submit materials of interest for publication concerning regional activities in the area of The Arts.
8. Co-ordinate existing Kodak Exhibits on permanent loan within each region.
9. Make member schools aware of the existing materials published by COTA and available through our central office.
10. Communicate with the COTA Chairman on problems and questions or suggestions in the area of The Arts.

1967-68 Projects

Completed

1. Re-evaluation of committee objectives, with Ann Hicks as the major designer.
2. The role of the regional co-ordinators relationship to COTA has been established.
3. At least one or more Kodak Exhibits have been established in each of our fifteen regions, to be under the supervision of the regional coordinators for The Arts. These exhibits are on permanent loan.
4. Barbara Reed has arranged for distribution at the conference of brochures from the Art Institute of Chicago, and Arts Calendars from The Adult Education Council of Chicago.
5. A paper "Beyond the Impressario," Culture on Campus–Art or Industry? has been developed and published for COTA by Ella Fountain Pratt.
6. A paper on Organizing Photo Exhibits on the Regional Level has been developed and published for COTA by Paula Dickson.
7. A list of COTA Publications and Regional Co-ordinators Responsibilities was sent to each Regional Representative.
8. A paper on Foundation Grants has been developed and published for COTA by Richard Joaquim.
9. Owen A. Basil, Jr. has developed and published a paper for COTA on Exposure: The Arts and the Union.
10. The possibilities of having an Art Exhibit at the conference hotel was explored with the host director, and it was decided that because of the excellent facilities available on The Arts in Chicago that no exhibit would be planned.
11. Tom Stark developed and published a paper for COTA on Literary Programming in The College Union.

Carried Forward

1. Continue efforts to "Protect Our Image" in the care of exhibits by our membership.
2. Richard Joaquim is coordinating a proposed COTA Workshop to be presented this summer at Boston University. Ann Hicks, Bill Osborne, Jane Shipton and Barbara Reed are working with him on this project. The current title is "The Challenge of Mediocrity."
3. Jane Shipton has been researching the use of "Films on Art" and has found a publication that is due out later this year. Once a publication date is set she will inform the membership through an article in the "Bulletin."
4. Ann Hicks is exploring the use of taped commentaries and discussions in the area of The Arts, and will then decide if the available material warrants publication by COTA.
5. Continue to work with the Eastman Kodak Company in securing new photography exhibits for distribution on the Regional level.

1968-69 Proposed Projects

1. Develop a COTA Handbook. Reprint all current articles that are core material related to The Arts, bind them and distribute to all member schools. This perhaps should be a yearly endeavor because of the staff turnover, who in many cases take their materials with them.
2. Publish an "Exhibit Sources" booklet. It was decided by the Executive Committee, that this project should be done every other year because of the expense and repetition involved.
3. Explore use and publication of an arts bibliography or suggested resource library for arts programming.
4. Fine Arts insurance coverage is a problem for many schools. Guidelines about coverage, rates and policies available should be explored, and recommendations made.

Recommendations

1. With the establishment of regional co-ordinators for the various standing committees COTA should devote its time to special projects and research in the area of The Arts. Regional co-ordinators, who are appointed by the regional representatives and responsible to them, should carry out activities and stimulate interest on the regional level.
2. Ever increasing emphasis should be brought to bear at the national conference, regional meetings, and on individual unions to give greater support to a program of Fine Arts in the College Union.

JUNIOR COLLEGE COMMITTEE

Committee Members

Thomas F. Haenle, Chairman	State University of New York at Buffalo
John T. Condon	Arizona State Board of Junior Colleges
Walter B. Evans	Cuyahoga Community College, Ohio
Jane Gentry Smith	Dallas County Junior College, Texas
William Spelman	State University Agricultural and Technical College, Alfred, New York

Committee Objectives - 1965-67

1. To formulate and establish guidelines and principles regarding the role of the campus union in the junior colleges.
2. To develop closer liaison between college unions in four-year institutions and those found on two-year campuses.
3. To encourage and assist in professional development in the staffing and operation of junior or community college unions.
4. To assist college union personnel in the two-year institutions in developing an image of the union as an integral part of higher education.

1967-68 Projects

1. Evaluated committee structure in relation to Junior College Coordinators.
2. Evaluated committee objectives as listed above. (Objectives were judged impracticable.)
3. Established new committee purposes in an effort to find meaningful functions for committee as representatives of only a portion of the total ACU-I membership.
4. Proposed to conduct study of ACU-I Junior College membership to determine unique needs as opposed to those needs served by special area standing committees.
5. Continued to encourage development of a joint project by ACU-I and AAJC through Director of Development to provide for Junior College administration and personnel a "how to do it" booklet on building, operating, and programming two-year college centers.
6. Continued to welcome new Junior College members to ACU-I and provide whatever services are requested by them as well as by present members in conjunction with Regional Representatives and Coordinators.
7. Revised and updated listings of Junior College members by region including the names of individuals responsible for centers and/or activities and mailed to Regional Representatives and Coordinators, committee members, and other interested ACU-I officers. (Lists are available by request to Chairman of committee.)
8. Began committee expansion as Interest and Participation Sheets were received from the President-Elect.

Projects Planned for 1968-69

1. Continue projects started in 1966-67.
2. Utilize expanded committee to seek new responsibilities to be determined in part from the Junior College membership study discussed above.

Recommendations

The Junior College Committee recommends its continuation as a special standing committee to enable it to persist in its efforts to find meaningful functions over and above those performed by other standing committees as the representatives of the two-year college membership of ACU-I and in conjunction with the Junior College Coordinators of each region.

PROFESSIONAL DEVELOPMENT COMMITTEE
Committee Members

Norman F. Moore, Chairman
Wisconsin State University–Whitewater

Charleen Caldwell
University of Illinois Medical Center

Ted Crabb
University of Wisconsin-Milwaukee

Paul Durrett
Florida State University

William Foster
Adelphi University

Henry Herman
University of Wisconsin-Madison

Douglas R. Jensen
Duke University

James W. Lyons
Haverford College

Adell McMillan
University of Oregon

James Thomas
Wayne State University

Duane Lake (Ex-Officio)
University of South Florida

Committee Objectives

1. To provide current information about graduate assistantships, fellowships, scholarships, etc., available in the college union and allied fields.
2. To promote professional development programs within the Association.
3. To promote the establishment of degree programs in college union administration in various colleges and universities.
4. To create a greater awareness of career opportunities in college union work.
5. To conduct studies concerning salary schedules, requirements of employment and training for positions in the field of college union administration.

1967-1968 Projects

1. The 1968-70 *Survey of Opportunities for Graduate Study and Work Experiences in the College Union Field* was completed by Paul Durrett and was available in February. It was decided to make a two-year report with a supplement for 1969.
2. Individual membership in ACU-I was promoted by mailings to all union staff, regional representatives and former individual members. In addition an article and application blank prepared by Ted Crabb appeared in the December 1967 *ACU-I Bulletin.* As a result, individual membership increased to 405 members. We had 286 members in 1966-67.
3. A survey was conducted of the individual membership by the Chairman and the results made available at the annual conference. A special session concerning the individual member was one of several program sessions at the annual conference.
4. Charleen Caldwell handled printing and distribution of the Careers Brochure (10,000) which was made available in the fall of 1967. For the first time, a poster (2,000) was also printed and distributed to all college unions and their availability published in both the Journal of Employment Counseling and the Journal of College Placement.
5. In cooperation with the regional staffs, Guidelines for Regional Staff Sessions, and Guidelines for Career Sessions, were distributed by James Thomas who is Coordinator for the Regional Coordinators for Professional Development. He also conducted a survey of the Regional Coordinators to better determine relationships.
6. A letter was sent to selected college unions to determine their degree of interest in conducting a summer course in 1969 by the Chairman. Special letters will be sent to the Regional Representatives and Coordinators concerning regional summer courses for 1969.
7. The Committee was represented by Ted Crabb on the Program Committee. Adell McMillan also served on the Program Committee.
8. Charleen Caldwell and the Chairman met at different times with the Council of Student Personnel Associations Commission on Professional Development. Cooperation with a "careers" booklet and graduate degree guidelines is being achieved.
9. The Committee reviewed Master's program proposals from several institutions. Several new programs are forthcoming.
10. As in the past, the Committee sees the annual conference as a professional development opportunity and will again conduct an evaluation of the conference.
11. Bill Foster and Henry Herman continue to work with the Committee on the desirability of a statement of ethics for the Association. Bill Foster conducted a one-day "seminar" on the question with a group of people in his area and urges that others follow suit.
12. Paul Durrett compiled and printed a bibliography of publications recommended by related organizations to be distributed at the annual conference and arranged for several books to be displayed, which are related to the college union field.
13. The Committee assisted in the establishment of three summer course offerings for 1968. This is a first. Those sponsoring in cooperation with the Association are the University of Minnesota, University of Texas and University of Iowa.
14. The textbook survey was not done this year but will be a project for next year.
15. Two highly successful summer courses were conducted at the University of Texas and Florida State University in cooperation with the Association during 1967.

Projects Planned for 1968-1969

Many of the projects mentioned above are on-going and will therefore be continued in 1968-1969. In addition the Committee will consider the following:

1. The selection of summer institute hosts for 1969 will involve announcements to the hosts one year in advance.
2. The Committee will consider the desirability of a pre- or post-conference seminar in connection with the 1969 Annual Conference in Denver.
3. Bill Foster and Henry Herman will continue to work with the Committee on the desirability of a statement of ethics for the Association.
4. Work with the Executive Committee in the development of regional and national student leadership courses.

Recommendations

1. That the Committee work with the Executive Committee in evaluating or re-evaluating its continuing role with summer courses as well as any other professional development courses.

PUBLICITY AND PUBLIC RELATIONS COMMITTEE

Committee Members

Keith G. Briscoe, Chairman	Baldwin-Wallace College
Robert A. Alexander	University of California, San Francisco Medical Center

Amil Anderson	St. Olaf College
Ernest Christensen	University of Manitoba
June Drake	Louisiana State University
Susan Fedo	Boston University
Gordon Hartwig	Wittenberg University
Mary Hudzikiewicz	University of Oregon
Patricia Nelson	University of Illinois, Chicago
David Rianda	University of Wisconsin, Madison
Alan Saval	North Shore Community College
Sharon Staz	Ithaca College
John Veen	La Salle College
Edward Zanato	Pace College, Westchester
Barry Zelikovsky	University of Cincinnati
Max H. Andrews	Queens College (Ex-Officio)
Porter Butts	University of Wisconsin (Ex-Officio)

Committee Objectives

The Publicity and Public Relations Committee:

1. is entrusted with the responsibility for properly projecting the image and purpose of the college union as an integral and significant part of the total education process.
2. endeavors to interpret and promote the educational role of the college union in national and international publications, professional journals, and the local news media.
3. organizes and communicates a comprehensive and continuing program of news releases concerning personnel and activities relative to the Association of College Unions–International, with special emphasis on committees and the annual international conference.
4. provides publication and encouragement for college union staff members so they may be completely informed about the Association and its many projects.
5. assists in communicating the college union role to students, faculty, staff, guests, and the general public.

1967-68 Projects

Sub-Committee on Higher Education: Ernest Christensen, Chairman
Members: Ed Zanato and Ruby Henton

1. *Doug Osterheld's Monograph:* 95 releases sent to magazines and journals. To date, ten have appeared in print. (E. Christensen)
2. *Ernest Christensen's Bibliography:* 241 releases sent to sources publicizing annotated bibliographies. . . good response. (E. Christensen)
3. *Evaluation Form . . .* developed to be sent to editors on mailing lists to obtain feedback about our releases. (E. Christensen)
4. *Porter Butts' COLLEGE UNIONS AROUND THE WORLD:* 43 letters sent to Canadian student union presidents and to Canadian Union of Students. 15 special promotional kits sent to Regional Representatives for region-wide exposure. Very good response. (E. Christensen and K. Briscoe)
5. *Planning College Union Facilities for Multi-Use Flexibility Project:* Purpose was to publicize Porter Butts' book with all architectural schools in Canada. 100 percent response to the 10 releases sent. (E. Christensen)
6. *ACU-I Index of Education Sources:* Mailing list compiled by Ernest Christensen and Ed Zanato. 56-page booklet sent to various ACU-I officers and committee members. To be updated in Spring.
7. *George Stevens Article:* Release sent to NASPA. . . letter received saying it would appear in future issue. (Ed Zanato)
8. *Chet Berry Appointment:* Total of 95 releases, including photographs, sent to selected outlets. (E. Christensen and K. Briscoe)

Sub-Committee on Internal Affairs: *Alan Saval, Chairman*
Members: *John Herring, Patricia Nelson, Sharon Staz, and Barry Zelikovsky*

1. *Graphic Display:* Photographs of officers and committee chairmen for display at ACU-I Conference as a pictorial "Who's Who," initiated by Pat Nelson at last year's conference. Pat is responsible for this display again this year. Requires annual updating.
2. *Good Graphics Award:* An annual competition for excellence in College Union graphics designed to promote better graphics and to recognize excellence in methods used to get the message across. Further development will depend on reaction at Chicago. (Barry Zelikovsky)

Sub-Committee on External Affairs: *David Rianda, Chairman*
Members: *Mary Hudzikiewicz and Gordon Hartwig*

1. *Student Art Show Article:* In process of completion. (Mary Hudzikiewicz)
2. *Article on "Experimental Education" by University of Oregon Students:* In process of completion. (Mary Hudzikiewicz)
3. *Form letter to be used by Regional P. R. Coordinators:* Suggested format. (David Rianda)
4. *News Releases for ACU-I:* 70 letters sent to date announcing ACU-I Committee chairmen, members, and appointments to news service directors at school of appointee. Very good response. (David Rianda)

Projected Projects for 1968-69

Sub-Committee on Higher Education:

1. *Release articles about ACU-I summer courses.*
2. *Publicize Chet Berry's book*
3. *Publicize New Central Office in New York Times* and other journals.
4. *Correspond with foreign delegates attending* conference (1968) to obtain reaction to Conference.

Sub-Committee on Internal Affairs:

1. *New member kit:* Alan Saval and Sharon Staz are developing a prototype kit to be used by Regional Representatives in recruiting and welcoming new ACU-I members, utilizing form letters, ACU-I publications, etc. Sharon is currently reviewing all ACU-I publications and will make recommendations as to applicability. Entire project is due for completion before the Summer.
2. *Union "How To" P & PR kit:* A guide book for students and staff members including: definitions, purposes, media, writing techniques, knowing your "publics," samples, the total campaign, etc. Currently reviewing general topics and methods with professional public relations men and agencies. Entire project to be in outline form by Summer. Completion of manuscript expected December 1968. (Saval)
3. *Work with Regional Public Relations Coordinators* to help realize their endeavors.

Sub-Committee on External Affairs:

1. *Continue to send out releases* on ACU-I appointments, etc.
2. *Continue to write features and articles* on various ACU-I programs and publications.
3. *Watch for worthwhile individual Union programs to publicise* (use BULLETIN as a source for this).
4. *Coordinate efforts with newly-established Central Office.*

Pre-Conference Publicity:

Robert A. Alexander, Director of the Guy S. Millberry Union, University of California - San Francisco Medical Center, handled pre-conference releases for the Committee. Releases sent to selected publications and organizations, plus Chicago newspapers, UPI, AP, and to Chicago radio stations. Purpose was to stimulate coverage *during* and *after* meetings rather than actual pre-conference write-ups.

Press Room:

June Drake is Press Officer this year, and is responsible for the many pressroom activities - including conference and post-conference releases and photographs. John Veen is observing this year in preparation for 1969 when he will assume the duties of Press Officer.

I would like to extend my thanks to all the members of the PPR Committee, especially the Sub-Committee chairmen, Ernest Christensen, David Rianda, and Alan Saval .... and to the ACU-I officers and Committee chairmen for keeping the PPRC staff informed of newsworthy items.

RECREATION COMMITTEE

I. Committee Members:

Dale Brostrom, Chairman	University of Wisconsin - Madison
Charles Cosper, Table Tennis Tournament Director	University of Southwestern Louisiana
Terance Linnihan, Bridge Tournament Director	University of Wisconsin - Madison
Daniel O'Sullivan, Women's Bowling Tournament Director	West Virginia University
Edward Ritter, Secretary-Treasurer	Bradley University
Clarence Shelnutt, Chess Tournament Director	Rensselaer Polytechnic Institute
Donald Strand, Men's Bowling Tournament Director	Wisconsin State University - LaCrosse
Charles Wertz, Billiard Tournament Director	University of Illinois - Urbana

II. 1967-68 Regional Coordinators & Tournament Site and Dates

Regional Coordinator	*Tournament Site & Dates*
Region I Wayne Justham Univ. of New Hampshire	Boston University Feb. 2 & 3
Region II William Rose Rochester Inst. of Technology	State Univ. of N.Y. - Albany Albany, New York Feb. 16 & 17
Region III Richard Mayer Queens College of the City University of New York	Newark College of Eng. & Rutgers Newark, New Jersey Feb. 16 & 17
Region IV Arthur J. Young University of Maryland	West Virginia University Morgantown, West Virginia Feb. 9 - 11
Region V Miss Gail B. Clay University of Tennessee	East Carolina University Greenville, North Carolina Feb. 8 - 10
Region VI Jack R. Maurer University of Miami	University of Florida Gainesville, Florida Feb. 15 - 17

Region VII James F. Bond University of Cincinnati	University of Cincinnati Cincinnati, Ohio Feb. 16 & 17
Region VIII Kenneth J. Thomas Wisconsin State Univ. - Oshkosh	Wisconsin State University Oshkosh, Wisconsin Feb. 23 & 24
Region IX Dale McHenry Purdue University	Southern Illinois University Edwardsville Campus Feb. 16 & 17
Region X Roger Wehrle St. Cloud State College	University of Iowa Iowa City, Iowa Feb. 9 & 10
Region XI R. Lynn Rogers Fort Hays Kansas State College	Kansas State University Manhattan, Kansas Feb. 9 & 10
Region XII Donald Beckner University of Texas	Univ. of Texas at Arlington Arlington, Texas Feb. 23 & 24
Region XIII Karl Ward Utah State University	Colorado State College Greeley, Colorado Feb. 23 & 24
Region XIV Tom Wright Washington State University	Oregon State University Corvallis, Oregon Feb. 15 - 17
Region XV C.M. Girtch Univ. of California - Santa Barbara	Univ. of California - Davis Davis, California Feb. 15 - 17

III. The Statement of Purpose of the Recreation Committee is as Follows:

1. To initiate, promote and guide intercollegiate tournaments in various recreation areas to supplement campus programs for the purpose of stimulating interest and participation in these activities at the campus level.
2. To establish standards and procedures for participation in tournament programs.
3. To gather and disseminate information related to Union recreation programs and facilities.

IV. 1967-68 Major Accomplishment:

In November 1967, a World Champion evolved from the International Masters Bowling tournament in Paris, France. The champion was the U.S. representative, Jack Connaughton, from Wisconsin State University - LaCrosse. The Recreation Committee lays first claim to Jack in that he was the Men's All-Events champion from the 1967 ACU Intercollegiate Bowling Championships held in Miami Beach.

The International Masters is an amateur event in which 29 countries participated. Through the efforts of Donald Strand, Men's Tournament Director, and with the cooperation and assistance of AMF, Coca-Cola International and the American Bowling Congress Jack Connaughton most ably represented the U.S. and brought world-wide recognition to our program through his accomplishments. The stature and importance of our program has been greatly enhanced by having provided the avenue to produce a world champion.

V. 1967-68 Projects

1. Survey of Association membership to evaluate the activities of the Committee and to seek direction from the membership.
2. Up-dating of the survey on facilities and charges.
3. Investigation of possible tie-in with Lifetime Sports Foundation.
4. Improve brochure materials and timing for mailing of tournament information.
5. Investigate opportunities for development and training of Union Recreation or Games room personnel.
6. Develop closer working relationship with Publicity and Public Relations Committee for release of news-worthy information.

All of the projects outlined for 1967-68 have received varying degrees of attention and they have for the most part been accomplished.

The survey of the entire membership for evaluation and direction proved to be helpful, at least to the Committee, and apparently served as an important finding to many members because it would appear that many questions were answered to their satisfaction if criticism and complaints can be used as a measuring device.

The up-dating of the survey on facilities and charges was completed and a recap made in the *Bulletin* and copies of the findings continue to be requested.

The tie-in with Lifetime Sports Foundation was investigated and though there are common goals in several of our programs it was felt that joining forces in any official way at this time would not appear to be beneficial to either of us at this time.

The timing on the mailing of the brochures was improved somewhat in the fall as the information kits were placed in the hands of the Regional Recreation Coordinators (Advisors) before the end of October. It was hoped that an earlier distribution would be possible but the difficulty in obtaining appointments of regional coordinators and final commitments on grants prevented it.

Two attempts to provide training opportunities for Union recreation and games room personnel were made during the summer in cooperation with American Machine & Foundry Company. The second attempt was successful in that 19 staff members attended a Bowling Marketing Institute in Fort Worth, Texas, in August. The reports from this were very good and it was expected it would be repeated upon demand. Recent information, unfortunately, indicates the facilities used for this institute are no longer available with AMF.

A pilot regional seminar conducted in cooperation with the Brunswick Corporation in December at the University of Illinois was also well received for a pilot effort and this program is being revised and will be tried again to determine its merits.

Although efforts have been made to work more closely with the Publicity and Public Relations Committee there have not been any noticeable accomplishments.

The Committee has experienced some severe financial setbacks during this past year. Whitman Publishing Company withdrew its support entirely from the bridge program. The Billiard Congress of America cut their grant to our billiard tournament.

VI. 1968-69 Goals & Projects

1. To stabilize the financial problems of the Committee.
2. To seek additional grants for continuation of the bridge tournament and expansion of chess and table tennis.
3. Continue to investigate and develop training opportunities for Union recreation personnel.
4. Develop and circulate a questionnaire that will extract from members information that will enable the Committee to more factually answer many requests for information.

VII. Thanks to Committee & Regional Recreation Coordinators

As Chairman, I want to express my sincere appreciation to the members of the Committee and the Coordinators. The interest, cooperation and dedication of all these people is simply phenomenal.

A very special thanks to Clarence Shelnutt, Rensselaer Polytechnic Institute, who so ably directed our Chess Tournament these past three years. He is being succeeded by Lynn Rogers, Fort Hays Kansas State College.

The Following Regional Recreation Coordinators are completing their three-year terms and we take our hats off to these men for a tremendous job well done:

Region I - Wayne Justham, University of New Hampshire
Region VIII - Kenneth Thomas, Wisconsin State University - Oshkosh
Region IX - Dale McHenry, Purdue University
Region XI - R. Lynn Rogers, Fort Hays Kansas State College

An expansion of this report will be provided for inclusion in the Conference proceedings.

COMMITTEE ON RELATIONS WITH ARTISTS REPRESENTATIVES

Committee Members

Edmond Sarfaty, Chairman	City College of New York
Jay Anderson	Utah State University
Betty Brandenburg	Elmira College
Irwin Harris	Oregon State University
Richard Lenhart	Bowling Green State University
David Phillips	University of South Carolina
William Smith	University of South Dakota

Committee Objectives

1. Act as a clearing house for all information, both pro and con, coming from the ACU-I membership and artist representatives.
2. Assist union directors in finding reliable agencies through which to obtain talent.
3. Review periodically and revise, if necessary, the *Guide on Relations with Artists' Representatives.*
4. Act as a liaison between the union directors and the artists representative in cases where direct negotiations have failed.

1967-68 Projects

1. The committee continued to maintain the card reference files on attractions, agencies and agents. The information therein contained was shared with all interested ACU-I members.
2. The committee responded to numerous complaints from members relating to contract negotiations and other difficulties.
3. Several new report forms were implimented in various regions.
4. The format and sample copy of a "CORAR" newsletter was prepared as a means of improving communications among committee members and regional coordinators. Although the reaction was generally favorable, there were not enough *written* complaints or reports received to prepare a newsletter on a national scale.
5. The chairman of the committee represented the Association at the Block Booking conference in Charlotte, N.C.
6. A file has been compiled of riders currently being used by member institutions. Copies have been distributed on request.
7. Preliminary studies have begun on feasibility of computerizing talent and agency evaluations.
8. The committee has instituted an examination of the Block Booking conferences with a view toward recommending directions that these conferences might take in the future.

Projects Planned - 1968-69

1. To complete and distribute a standard contract rider that all members of ACU-I should attach to their riders contract.
2. To put into operation a computerized evaluation report on artists and agencies.
3. To develop communications and operational procedures that will help utilize the talents and services of the regional coordinators for CORAR to best advantage for all.
4. To prepare a list of guidelines and recommendations for use with Block Booking conferences.
5. To revise the booklet "A Guide." The committee will determine the advisability of including Block booking and "Coffee House" information as part of this guide. The possibility of preparing separate booklets in each of these areas will be examined.

RESEARCH COMMITTEE

Committee Members

James Campbell, Chairman
William Brattain
Vern Kinsinger
Gerald Ruttman
Gordon Starr
Rod Swearingen
Herbert Wilshire
Porter Butts, Ex-Officio
Chester Berry, Ex-Officio

Committee Objectives

1. To assist individuals making studies by providing literature and materials which may have a bearing on their projects.
2. To stimulate and co-ordinate research activities in the union field. To issue material designed to encourage research and special surveys and, in a few instances, provide a small financial grant for an individual project.
3. To serve as a "clearing house" for union questionnaires and research projects and in protecting the membership from the circulation of a large number of poor quality questionnaires.
4. To facilitate the collection of data by granting those whose projects qualify the right to use the phrase, "Approved by the Research Committee, Association of College Unions - International," and by providing gummed address labels of member colleges.
5. To assist in the publication of the results of completed studies.

1967-68 Projects

1. Studies Reviewed:
   1) "Studies of the Leisure Time Activities of Manchester College Students," by William E. Brattain, review being done by A. Stephen Walls.
   2) "The Commuting Student and His Participation in the College Union Program at the University of Minnesota, Saint Paul Campus," by Nichols A. Murley, reviewed by Norman F. Moore.
   3) "Patterns of Working Relationships Between the Union Program Director and other University Officers," by Julia Terry, reviewed by Gordon L. Starr.
   4) "State of the College Union Around the World," book by Porter Butts to be reviewed by Chet Berry.
   5) "A Proposed Plan for the Organization of a College Union on a Community College Campus," reviewed by Rod Swearingen.
2. Approved Questionnaires:
   1) Jane Shipton - "Program Development - A Current Look at New Trends."
   2) Michael S. Dudczak - "Food Service Manager."
3. The Committee received reports on completed studies:
   1) Montclair State College; Gary A. Leo, "Survey to Determine College Union Program " and "Statistics on Scheduled Activities - 1965-1966."
   2) California State College at Los Angeles; Dick Dodge, "College Union Planning Survey."

   Pending Studies:
   1) "Role of the College Union in the Two-Year College," by Art Hartzog.
   2) "The Effect of Multiversity Decentralization on the Role of College Unions," by Thomas Haenle.
4. A Questionnaire was distributed to the entire ACU-I membership requesting that they respond to areas of needed research. From this response, the Research Committee's flyer entitled, "Areas In Which Research Is Needed" was distributed to member unions as well as to selected colleges and universities with graduate programs. To this date, 75 inquiries have been received and answered.
5. Special tribute is paid by the Committee for the effort put forth by Ernie Christensen in completing the Annotated Bibliography. Also, Porter Butts' book, "State of the College Union Around the World" must be mentioned as making a special contribution to the Association.

Anticipated Projects 1968-69

1. Jerry Ruttman, member of the Research Committee, has agreed to supplement the Annotated Bibliography. All materials for professional journals should be sent to him directly.
2. A continuation of a review of the Research Policy and Procedures.
3. The Research Committee, along with the total membership, should further the areas of needed research by regular, brief, and illustrative articles in the *Bulletin*.
4. The policy that the Research Committee should approve questionnaires should be enforced by the membership. On several occasions, questionnaires were distributed and responded to without the Research Committee's approval.
5. The Research Flyer should once again be distributed early in the fall as a reminder to the membership and graduate departments for our needs.

SPECIAL PROJECTS COMMITTEE

Committee Members

C. D. Spiegel, Chairman
Amil D. Anderson
Andrew A. Bushko
Robert C. Cares
Richard L. Judd
Robert S. Lawrence
James R. Reynolds
Harold W. Watts
E. A. Wilkinson

Committee Objectives

To work with special projects, ideas, problems, and special interest studies which do not need continuous attention every year by a regular committee.

1967-1968-1969 Projects

Harold Watts reviewed and updated one of the two existing 35mm color slide exhibits. These are much in demand by colleges and universities planning new unions or additions. An article in the BULLETIN and a general letter to the membership brought replies from 215 member institutions with 91 promising to contribute new slides. One new exhibit is now in circulation by the Central Office and a second new exhibit will be completed when additional slides are received.

Andrew Bushko submitted a proposal dealing with the revision and eventual publication of THESE ARE OUR BEST. On the assumption that specifics are not really transferable, the publication will deal with programs conceptually and with program needs rather than just programs per se. James Reynolds has taken over the project and will incorporate into it the work originally considered in the community service project.

The project dealing with a guide for groups planning a visit to a college union was discontinued after a number of proposals were considered. It was felt that the Editor of Publications might consider as a substitute, an article in the BULLETIN and possibly a simple pamphlet to be mailed to the membership.

The project on liability and the union staff was reactivated and assigned to Robert Cares. The results of his research will be mailed to the membership as well as serve as the basis for an interpretive article of awareness in the BULLETIN.

The Association adopted a statement on film programming which served as a basis for discussion by C. D. Spiegel with interested groups. Although the groups concerned have had a great rapport, the problems associated with alleged competition are far from resolved.

PRODUCT EXHIBITS COORDINATOR

Robert F. Kershaw, Coordinator
Ball State University

Jack H. Overman, Assistant Coordinator
Kansas State College

Objectives:

1. The work by the Product Exhibits Coordinator shall be to develop an Exhibit Section at the Annual International Conference of the Association of College Unions.
2. These exhibits must be of interest and value to the delegates to the Conference.
3. We have tried to expand the exhibits to include areas that are beneficial to all phases of Union operation. In many areas we would like to have represented the companies who have found it impossible budgetwise to attend our show, but we are hoping we can reach more and more in the future.
4. A registration fee will be charged each exhibitor. These fees will be deposited by the Secretary-Treasurer into the funds of this Association.
5. We, the Product Exhibits Committee, have experimented for the second year on having our exhibitors mail in four pages about their products, which we have had bound and placed in an exhibitors' handbook to be issued one copy per school being represented.

   We had such favorable comment from both exhibitors and Association members last year on this reference book that we felt it should be repeated again. This year the exhibitors have helped bear the cost of binding.

ASSOCIATION OF COLLEGE UNIONS INTERNATIONAL
ANNUAL REPORT OF THE
PRODUCT EXHIBITS COORDINATOR

Forty-nine exhibitors have signed applications to exhibit at the 45th Annual International Conference of the Association of College Unions. The Conference will be held at the Sheraton-Chicago Hotel, Chicago, Illinois from April 7 through April 10, 1968.

Forty of the exhibitors have been at past conferences. They are as follows:

Booth Number	*Exhibitors*
1	The Perf-O-Dent Company
2	American Locker-Coin-Lok System
3	Continental Coffee Company
4	Edward Don & Company
5 & 6	The National Cash Register Company
7 & 8	Brunswick Corporation
9	Hillyard Chemical Company
10	The Flexible Company
11	Embosograf Corporation of America
12 & 13	Vogel-Peterson Company

Booth Number	*Exhibitors*
14	Ashley Famous Agency
15	Willard Alexander, Inc.
16 & 17	Showcard Machine Company
18	Associated Booking Corporation
19	Shenango Ceramics, Inc.
20 & 21	Fixtures Manufacturing Corporation
22	Columbia Pictures Corporation
23	Twyman Films, Inc.
24	Gerard W. Purcell Associates
26 & 27	Mitchell Manufacturing Company
28	Commercial Carpet Corporation
29 & 30	Swank Motion Pictures, Inc.
31	Morgan Sign Machine Company
32	General Artists Corporation
33	National Biscuit Company
34	The Coca-Cola Company
35	Carter-Hoffmann Corporation
36	American Machine & Foundry Company (Lowerator Division)
37 & 38	American Machine & Foundry Company (Bowling Division)
39 & 40	American Shuffleboard Company, Inc.
41	Sweden Freezer Manufacturing Company
46	The Signpress Company
48	William Morris Agency, Inc.
52	Sico Incorporated
53	The Keedick Lecture Bureau, Inc.
54	Films Incorporated
56	Chandler Cudlipp Associates, Inc.
57	Perenchio Artists, Ltd.
58	Billboard Publishing Company
63	Institutional Cinema Service, Inc.

Nine companies are new exhibitors. They are as follows:

25	DCA Food Industries Inc.
42	G. S. Blakeslee & Company
43 & 44	Wenger Corporation
45	Dick Blick
47	Clem Williams Films, Inc.
55	Applied Research & Development Corp.
59	United Films
60 & 61	Allied Chemical Corporation
62	The Monroe Table Company

SPECIAL REPORTS

Report of the Director of Development
Max Andrews
Queens College

1. EFL Grant - *Planning Multi-Use Facilities for College Unions*

Mr. Porter Butts, Editor of ACU-I Publications, and Mr. E. A. Whiting, ACU-I Secretary/Treasurer, provided the data which enabled the Director of Development to make a final report and a final financial report to the Educational Facilities Laboratories, Inc. Thank you letters were also sent to EFL.

2. EFL Grant - *Planning the Urban College Union*

A 285 page typescript was prepared from the tapes of the conference. Mr. Butts, Mr. Stevens, and Mr. Berry were appointed by the Executive Committee to assist the Director of Development in editing a publication. To date, the Director has completed 18 pages of a probable 25 page manuscript. The cover and graphic arts have been completed. It is anticipated that the manuscript will be in the hands of the Editorial Board by April 1, 1968 and a possible publication date is July 1, 1968.

3. Junion College Project

At reporting time, there was no further word on a presentation made to the American Association of Junior Colleges. In the fall of 1967, the AAJC indicated interest in a three-day meeting between ACU-I and AAJC on *Planning the Junior College Union.* This should be followed up in the coming year.

4. Professional Development

A presentation was made to the Fund for the Advancement of Education for a professional development program for staff members of college unions at predominantly negro institutions. Several meetings were held with staff members of the foundation. No final decision was rendered. This project should be presented to other foundations.

5. Student Involvement Project

Materials from previous presentations on this subject were provided to President-Elect Siggelkow. Mr. Siggelkow rewrote the presentation in light of new developments. The Director of Development presented the project to American Airlines and the project was turned down. Advice is being sought by the Director from several foundation staff members on possible foundation leads that might be interested in this project.

6. Thoughts, Reflections, Recommendations

New blood is needed in the position. I agree with the intent that the position be a three year hitch.

Development or fund-raising should and could be a full time position for the Association. In my opinion, we should quickly add a staff member to the office of the Executive Secretary whose sole responsibility would be fund-raising. The money is available and a creative person with full time availability could come up with projects in the areas of research, professional development, graduate training, short courses, publications, new products, the city, the negro, educational T.V., promotional movies, programming, etc. The Association must consider and have available a plan for a project staff, one that can be put on active duty at short notice. I believe more projects could have been sold if I had been able to point to a staff (even a paper one) that would have included a researcher, a writer, and a graphic artist. This plan seems possible with the new Executive Secretary's office, perhaps by setting up a paper organization of pre-committed people who would be immediately available when a project was obtained. This is extremely important if the Association is not ready to finance an additional full time staff member on the Executive Secretary's staff.

If the Association is to continue on the paid researcher basis, I would recommend George Stevens as the New Director of Development. If looking for a less experienced person I suggest Ron Loomis.

Money should be spent to set up a central resource library of publications in the fund raising area. I was authorized to spend some money in this area, but never did it. My replacement should make this the first order of business.

The practice of permitting the D.O.D. to send complimentary copies of A.C.U.-I publications to selected foundations, individuals, etc., to better "tell our story" should be continued.

REPORT OF THE EXECUTIVE SECRETARY SEARCH COMMITTEE

George F. Stevens, Chairman
Oregon State University

Action by the membership at the 1967 Annual Conference authorized the Executive Committee to establish a central office for the Association and to employ an Executive Secretary and staff to whom it might assign duties and responsibilities which were deemed to be necessary.

President Blackburn requested members of the Association to recommend prospective candidates for the position. Those recommended were contacted by letter and provided with the following information:

Selection - The Executive Committee of the Association is charged with the responsibility of hiring the Executive Secretary and locating the office. It has decided that the first order of business is the selection of the Executive Secretary, so that he may then participate in a determination of the office location. A search committee of George Stevens, chairman, Al Mason and Bill Rion will review completed applications for presentation to the Executive Committee for final decision. The next meeting of the Executive Committee, at which time the selection will be made, is October 30, 1967.

Qualifications and Job Description - An outline of desirable qualifications follows:

Experienced, intelligent union executive
Efficient, self-motivated administrator
Competent conference manager
Proper representative of the Association
Professional orientation

The Executive Secretary shall be a member without vote of the Executive Committee. Starting salary shall range between $14,000 and $18,000 annually, plus attractive fringe benefits including Teachers Insurance and Annuity Association. It is expected that the Executive Secretary will not become involved in doing consulting work on college union buildings. The anticipated operating budget for the office will be between $45,000 and $50,000. The original tenure of the position is three years. Retirement age is 65. The June 1967 *Bulletin* of the Association carries a partial list of duties on page 2. It is anticipated that much of the character of the position will be established by the Executive Secretary working with the Executive Committee.

Application Procedure - Applicants are asked to forward descriptions of their backgrounds and the conditions under which they would accept the position. The latter should include minimum salary, any limitations concerning the location of the office, and other pertinent information. The background description should include education, age, information about health and family, work experience, undergraduate, professional and civic activities, personal and professional references, publications, participation in ACU-I affairs or other pertinent items which the Executive Committee should consider. Information on any special skills or interests which might be relevant is welcome. If possible, the date when the applicant could assume the responsibility of the position should be included.

The Search Committee report dated November 1, 1967 and presented to the Executive Committee November 6, 1967 was as follows:

Forty-four persons were recommended and invited to apply for the position of Executive Secretary through the procedure established by the Executive Committee of the Association of College Unions-International.

Fifteen of those recommended withdrew their names, ten did not respond, and nineteen made formal application to the Search Committee for consideration for the position.

Each member of the Search Committee was forwarded a copy of applications at the time they were received.

The chairman polled the committee twice by mail to obtain candidate rankings and on this date convened a committee telephone conference to discuss and finalize recommendations to the Executive Committee.

The Search Committee unanimously recommends that:

1. Chester A. Berry, Stanford University be employed for the position of Executive Secretary of the Association of College Unions - International, and
2. the beginning annual salary be $18,000 plus fringe benefits, including the total cost of the Teachers Insurance Annuity Association program, and
3. the office of the Executive Secretary of the Association of College Unions-International be located on Stanford grounds in facilities determined to be available for such purposes, and

4. this position be established on a part time basis as soon as necessity dictates to assure a smooth transition into the new office, and
5. it shall become a full time position no later than July 1, 1968, and
6. an announcement of the appointment be made to the membership at the earliest moment.

The Executive Committee approved the recommendations of the Search Committee, and subsequently drafted and negotiated a contract with Dr. Chester A. Berry, with the date of employment beginning, (on a part-time basis) March 1, 1968.

The central office lease was negotiated March 15, 1968 and is located in the Whelan Building, 701B Welch Road, Palo Alto, California, Post Office Box 7286, Stanford, California 94305.

REPORT ON THE CENTRAL OFFICE

C. A. Berry, Executive Secretary

The subject of a central office with a full time staff has been an object of Association debate for many a year. As long ago as 1957 in Salt Lake City the matter was discussed at length at the annual meeting. The Committee on the Future, chaired by William Rion, was appointed that year. At the annual conference in 1966 Past President A. L. Ellingson responded to an assignment from the Executive Committee and recommended the establishment of a central office by 1968. Secretary-Treasurer Edgar A. Whiting, in May of that year, requested that he be relieved of his duties following the 1968 conference.

President George Stevens appointed a special committee during the 1966 conference. Mr. Ellingson, Edwin Siggelkow, Alvin Mason, William Rion and Chester Berry, chairman, served on this committee. This committee started by requesting the files of the Committees on the Future, a study done by the Council of Student Personnel Associations on permanent headquarters and the approach used by other associations. Eight preliminary questions were framed. These considered a continuation of the existing plan, a combined secretary-editor, an elected secretary-treasurer combined with a full-time staff, the kind of person wanted and the salary ranges needed, the location of the office and other aspects of establishing a fully staffed central office.

Answers to comments on these questions were summarized in the early fall of 1966 and further responses of the committee members elicited. By December of that year a report was circulated to the committee members which included a projected equipment list and budget, suggested office size and three different annual operating budgets, each drawn to match its particular organizational approach. The first approach proposed continuation of the present arrangement of a union director also serving as a part-time executive secretary but with two full-time office workers. The second envisioned a full time "office manager" type as secretary-treasurer and the third an experienced union director paid near the top of the scale of union directors. Brief job descriptions for each were included. Also included was a list of routine duties to be performed by the secretary and his staff.

Responses to this report were collated and in late January another report was issued. This analyzed the enrollment schedule of current members of the Association and arbitrarily set up twenty-one categories for membership with suggested annual dues for each category. Such an arrangement showed what kind of dues might be needed to achieve the most expensive of the three suggested organizational structures. The possibility of increasing revenue from the conference exhibit program was mentioned. This report also started compiling a list of possible candidates for each of the three structures.

In February the chairman of the committee visited the offices at Cornell. His report on this visit was circulated in early March. Significantly, he noted that Mr. Edgar Whiting, secretary-treasurer, did not believe that a part-time union director could serve adequately in this post in the future. The report suggested a number of decisions requiring answers before the annual business meeting and offered a refined list of potential executive secretaries. Included with this report was a draft statement for the annual business meeting. This statement, it was anticipated, would be changed considerably after meetings of the ad hoc committee, the Regional Representatives and the Executive Committee.

The statement as presented at the meeting of the special committee in April listed possible duties of the executive secretary, carried job descriptions of alternate plans (the part-time possibility was eliminated), suggested revised dues structures which would pay for either alternative, noted the necessary bylaws and constitutional changes needed and gave to the Executive Committee the responsibility for hiring an executive secretary and for locating the office.

During the days directly preceding the annual conference the special committee, assisted by the Regional Representatives and the Executive Committee, drew up a recommendation establishing a position and a budget somewhere between the options provided for in the earlier statement. This statement was approved on the floor by a vote of 278 to 3 with 7 abstentions.

Immediately following the conference a memorandum to all regular members of the Association was drafted, approved after revision, and mailed along with a ballot. This memorandum listed the constitutional changes needed to implement the statement, enclosed, which the annual meeting had approved. The membership approved the changes by a vote of 428 to 15.

The Executive Committee agreed that the location of the office was secondary to the selection of the person because acceptance of the position might be contingent upon the office location. The special committee worked with the Executive Committee in establishing details such as a fringe benefit program, length of contract, requests for nominations and applications, details of location (on or near a campus with a good union, in a union building itself) and an opening date for the new office. A list of desirable qualities for an executive secretary was drawn up. It was decided that the office probably should be near, but not on a campus and within easy reach of a major air terminus. The Civil Aeronautics Board listing of twenty-one major air hubs was used as a guide.

The special committee, with Messrs. Mason, Siggelkow, and Berry in attendance, met with the Executive Committee in early June. A list of names to whom President Blackburn would send a letter of invitation to apply for the position of executive secretary was drawn up. A search committee of Alvin Mason, William Rion and George Stevens, chairman, was appointed. A memorandum to be sent by Secretary Edgar Whiting to all institutional and professional members, inviting recommendations and applications was drafted. This memo also invited interested unions with space available to suggest the terms by which this space might be made available. A priority listing of qualities for the executive secretary was derived. The memorandum was sent out in early July.

Mr. Chester Berry was appointed executive secretary on November eighth, the appointment to be effective on a half-time basis from March first to August thirty-first, at which time it will become a full time position. The office was to be established on Stanford University property. Miss Jean Hyde, secretary of the Stanford University union, was engaged to be the administrative assistant, effective March first. Miss Hyde is a graduate of the University of California at Berkeley in history and has done graduate work there in student personnel work. Before joining the Stanford staff she had extensive experience in the Berkeley offices of the Dean of Women, Dean of Students and Vice Chancellor of Student Affairs. She will be in charge of the Employment Office at the 1968 conference.

A portion of Stanford's 8,800 acres has been leased for a privately developed professional center. The University's real estate manager was most helpful in locating available office space in this area which would meet our space and budget requirements. Through his good offices a space nearly five hundred square feet larger than our estimated needs of eight hundred square feet was made available at our budget figure. We accepted this offer and, with the assistance of the university's counsel, started lease negotiations. These were completed and our portion of the lease signed. Nearly a month followed this signature and a variety of reasons were advanced by the realtors for the delay in execution. Decisions were made regarding colors, furniture, filing cabinets, equipment and insurance–all assuming the final signing to be a formality. Some decisions, such as selecting a bank, were deferred for the final signing. To the amazement of the real estate manager, the university counsel and the executive secretary, the agents were not empowered to sign the lease and the owner of the building refused to because of the low rental figure involved. Thus did the Association not only lose a bargain but also valuable time in searching for other space in an area in which rentals were at a premium.

Fortunately good space that we could afford was found and, while not oversized, it affords ample room for expansion. In some respects it is superior to the first space. It is two hundred yards from the Stanford Medical Center and a ten-minute walk from the union. It is on the municipal bus line and a branch of the Wells-Fargo bank, with whom we will transact business, is across the street. The quarters are comfortable and efficiently arranged. They include a secretarial-reception-work office of 280 square feet, a small work-storage-mail room, an executive office and a conference room seating ten persons. A window wall looks onto a fully landscaped bank, which provides both security and privacy.

The post office box number is 7286, Stanford, California 94305. (The post office is between the Stanford Union and bookstore buildings.) The street address is 701 B Welch Road, Palo Alto, California 94304.

A fringe benefit program for the staff has been established, largely with the Teachers Insurance and Annuity Association and participation in that program has started. An insurance program has been instituted, most of which protects the Association against such things as accidents on its property or at the conference, loss to our furniture and equipment and defalcation by its employees. The Association is the beneficiary of a $25,000 life insurance policy on the executive secretary.

The executive secretary attended an American Management Society business equipment show in San Francisco and subsequently participated in a three-day seminar in Los Angeles sponsored by the American Management Association on the subject of *Printing, Duplicating and Reproduction.* Decisions were then made concerning kinds of office equipment to be purchased or leased and most of this has been ordered. Some furniture has been delivered. By diligent use of university and other connections discounts ranging from five to fifty percent were obtained on purchases. The items ordered originally for the first location fit the new local very nicely. A summary of equipment and furniture follows:

On Order or Already Delivered

Modern Mode Executive Desk	$158.40	
Steelcase Executive Chair	110.00	
Modern Mode Boat-Shaped Conference Table	177.21	
Steelcase Secretarial Desk	215.40	
Steelcase Secretarial Chair	46.20	
IBM Selectric Typewriter	433.50	
Gestetner Duplicator	985.85	
6 Oxford Pendeflex Lateral File Cabinets	551.25	
Norelco No. 33 Dictator) Norelco No. 84 Transcriber)	647.33	
Modern Mode Waste Basket	18.56	
7-1/2 foot Ergo Storage Wall	272.00	
		$3,615.70

To Be Ordered

3M 209 Copier with automatic feed	$1,500.00	
3M Microfilm Reader	100.00	
Add O-X Adding machine	378.00	
4 sections steel storage shelving	240.00	
Postalia Postal Scale	162.50	
		$2,500.06
Total committed:		$6,115.76

(Sales Tax not included in all instances)

Being Considered

IBM MT/ST typewriter - leased per month at	$250.00
Code-A-Phone Telephone-Answering equipment	575.00
Baum Folding machine	1,200.00
L'Oblique filing system for archival storage	200.00

Tentative Operating Budget-$50,000

Salaries and Fringe Benefits	$29,124.00	
Insurance	1,231.00	
Travel	4,000.00	
Rent	4,000.00	
Postage and Supplies	3,000.00	
Telephone	600.00	
IBM rental	3,000.00	
Duplicating and Printing	2,000.00	
Newsletter	2,650.00	
		$49,605.00

The paucity of seating in the list is due to our plan to use college chairs from the oldest members of the Association as conference and side chairs. If this plan succeeds it should give the entire office a uniquely collegiate air. The cost of these chairs is uncertain in that some may be purchased at cost and at least two unions have voiced their intention to give a chair to the Association.

The executive secretary represented the Association at a meeting of the American Council on Education in Washington, D.C. on March 22 and has delivered a report to the Executive Committee concerning that meeting. En route he spent a day at the headquarters of the College Placement Council in Bethlehem, Pennsylvania in the company of the Council's president and executive director. He visited the college unions at Muhlenburg and Moravian Colleges and, at the latter, lunched with student and staff representatives of Lehigh University, Lafayette College, Cedarcrest College for Women in addition to those from Moravian and Muhlenburg.

A report on the visit to the College Placement Council has also been prepared for the Executive Committee. This operation is an extensive one with twenty-two full time employees. Its publishing program generates most of its income. The CPC, unlike most organizations, is not composed of many institutional or individual members but is, rather, a creature of eight regional college placement associations. It is governed by a board of directors composed largely of representatives from the eight regions. The Council, then, is one removed from its collegiate constituents and some placement officers tend to look upon it as not their creature. In the words of the president of CPC they have been known to ask "What in hell will CPC dream up next to shove down our throats?" There is no annual meeting of all placement officers and so the CPC story must be told eight times annually. The representatives of the board of directors may or may not interpret CPC activities properly to their regions. The executive committee of the board, after some chastening experiences, is reluctant to make decisions on its own. Thus, when college placement officers this fall were asking for a definitive position statement by the Council on student demonstrations the president demanded approval of a statement by all regional associations before issuing it. Despite such problems the CPC is an impressively active organization.

Placement is involved with a most precious commodity—college-trained manpower. Business, industry and government pursue college graduates assiduously. Representatives of business and industry are members of the regional associations and are represented on the board of directors of CPC. This connection with commerce supplies valuable financial and other support, although CPC is the recipient of many invidious comments because of this relationship. It is not eligible to receive tax-exempt support, although it itself is tax-exempt. It is not known if the Internal Revenue Service will consider CPC's advertising program in the same light as it is currently examining the publication issued by the American Medical Association or the National Geographic Society.

Among the publications of CPC is a journal, issued four times during the academic year, of some 150 pages; an index for the *Journal;* an annual of nearly 700 pages which is, in effect, a combination of a placement manual and a cross-indexed directory of employers; a *Study of Beginning Salary Offers,* which is a manual accompanying the salary survey of seniors conducted three times a year by the Council; two monographs on recruitment for use by recruiters; a self-evaluation check list for placement officers, an annual directory of placement officers, *The Fundamentals of College Placement;* a 240-page text now in its fourth printing; some miscellaneous publicity items and *Placement Perspectives,* a newsletter which is issued about every six weeks.

Some relatively new ventures of the College Placement Council are exciting. Perhaps the College Placement Service, a spin-off which can receive tax-exempt gifts, is the most exciting. This is an effort to encourage predominantly Negro colleges to establish and support placement programs. It has been assisted by a $310,000 Ford Foundation grant. CPS has produced a 28-minute color film, available for free loan to colleges.

GRAD, Graduate Resume Accumulation and Distribution System, is probably the most controversial at the moment. It utilizes a General Electric computer in an attempt to speed up the locating process of college graduates with whatever specific skills and backgrounds employers are looking for. Entering information into the computer demands codification, of course, and has led to charges that it is dehumanizing the placement process.

A Research Information Center has been established and has produced its first report attitudes of *College Students Toward Business Careers* and a bibliography of studies pertaining to college-trained manpower.

The Council has produced a 25-minute color film, narrated by Chet Huntley, entitled *Where Do I Go From Here?* This is aimed at freshmen and sophomores in an effort to start their career planning early. It can be purchased for $75.

The organizations represented at the American Council on Education made up a mixed bag of disciplines, regional organizations, administrative and religious groups. The staff of the Council, including President Logan Wilson, heard themselves criticized for poor communication and the organization of the Council itself came under attack for being overly representative of college and university administrations. An attempt to define the major issues confronting higher education was essayed. These issues were seen as: (1) need for increased federal support, (2) support for research, (3) strengthening of poorer institutions, (4) accountability, (5) national illiteracy, (6) assistance overseas, (7) state and regional planning, (8) legal developments, (9) new methods of instruction, (10) copyright problems, (11) unionization of instructors, (12) community relations, (13) Negroes in higher education, (14) the draft.

Detailed reports have been drafted for later presentation to the Executive Committee. Copies will be sent out to those requesting them.

It would have been helpful if the period preceding the preparation of this report had been a contemplative one during which all sorts of directions and programs for the central office could have been listed. However, until Stanford selects a new union director it is doubtful that much contemplation will be possible. This may be to the good, in that the executive secretary and the membership of the Association had best move ahead together. There are some projects in the offing. The first of these is a newsletter of some sort. This would come out frequently and contain pre- and post-conference announcements, committee news including tournament reminders, booking problems, new projects and professional development seminars, regional news, developments with other professional and managerial associations, summaries of Executive Committee meetings, personal items, such as staff changes, illnesses and marriages, question and answer (here's the question, who has the answer) department, employment service reports, briefs about unique programs or operations, suggestions about worthwhile professional reading, new products of value, publication announcements, memoranda from the President, new building openings and dedications, information about new members and special reports. As the *Bulletin* moves toward a journal format the newsletter can circulate news items more frequently and inexpensively. The number of issues depends upon amount of material available, the size of the postage budget and the reception the newsletter receives.

We should make a start at data processing. This assumes we have some data to process but, since we do have an Employment Service and information from Boris Bell's last operational study, there are some things to handle. Perhaps we should start with a keysort system for employment and another for each member union. As we grow this system can expand until we wish to tie into the Stanford computer system.

The central office should have as much information as possible concerning unions. This implies not only archival information (which may mean microfilming much that we now have) but up-to-date information of college union buildings, programs and staffs, stored to permit easy access. Collecting this information will be an obvious first step. It is hoped that requests for such information will meet with prompt and complete response.

This report omits much. George Stevens, who assumed the chairmanship of the search committee with understandable reluctance, worked unceasingly. The employment contract which he put together is a model. Stanford University has been understanding and helpful. Our first real estate negotiations produced excellent space at an unbelievably low price, only to be cancelled at the last minute in incredible fashion by the realtors (who no longer operate on the campus). Despite this last minute reversal, which left us with furniture and equipment arriving momentarily but no place to receive it, we were able to sign a lease for immediate occupancy of space on a par with that which we lost. We did lose valuable time which might have been more productively and contemplatively spent. Jean Hyde, whose normal work load is a heavy one, performed magnificently when confronted with the additional tasks which establishing the office involved. Getting started has been more involved than anticipated–establishing a fringe benefit program for two people, for example, is more difficult than one for twenty–but it would seem as though our start is a good one.

REPORT OF THE 1967-68 RESOLUTIONS COMMITTEE

Ernest L. Bebb, Chairman	University of Utah
Mrs. Anita Bales	North Central College
William F. Fuller	Pennsylvania State University
Cornelius W. Grant	Albany State College
Thomas C. Lile	University of Alabama
J. Farrell Shepherd	Weber State College

The task of any resolutions committee is at best difficult. Trying to say for over seven hundred delegates all the things that should be remembered, recognized, and commended is nearly, if not actually, impossible. This particular conference and this year present special responsibilities in the thoughts of the 1968 Resolutions Committee. We have tried our very best to meet these and other responsibilities and hereby submit the following resolutions for approval.

I Be it resolved that the needless and tragic death of Dr. Martin Luther King, Jr., does not go unheeded, but that we recognize the extreme urgency of man's need to communicate with his fellowman and that the Association of College Unions-International rededicates itself to the Role of the College Union in fostering the principles of democracy through dialogue and programs on its campuses. May these programs accentuate and facilitate the principles of freedom for all human beings within a framework of wisdom, integrity, and personal responsibility; so that all men regardless of race, color, or creed may work together in renewed faith to fulfill a worldwide dream.

II. For the 45th Annual Conference:

A. The program committee who, with the able and academic leadership of Vice President Barrett, made "Dialogue '68" come alive in a most professional manner these past three days. The continued use of consultants and speakers from outside as well as from within our Association and profession reflects that it was their desire to continue the ever-widening scope of the annual international conferences. Our gratitude is warmly and appreciatively extended to all of the many persons who so valuably contributed their time in both preparing for and participating in the program. . . especially President John H. Summerskill, Professor Phillip Hauser, and Associate Chancellor James B. Holderman for Chancellor Parker.

B. Our host James Overlock, Patricia Nelson, and the entire administrative staff of the University of Illinois, Chicago Circle Center deserve our very highest praise for welcoming and preparing the way for our coming to Chicago. Equally important, for rising to the occasion innumerable times when a host of unexpected changes became necessary due to the unanticipated situation which befell us all. The programs and visitations they planned and replanned for the Association's delegates, wives, and guests were of the quality, uniqueness and energy of which Chicago is so justly proud. The staff and management of the Sheraton Chicago Hotel, especially Mr. Tony D'Eca, Director of Sales, deserve our recognition for cooperating so many times when numbers changed at the last minute and plans had to be altered day by day. We are grateful to all the product exhibitors who, by their unprecidented number, contributed and supported our conference as never before.

C. The Press office and Placement Service again contributed most invaluable services to the Association and in particular the 1968 Conference. May we take a moment to wish our best to every one of the candidates. . . especially the new ones to the field . . . the very best of good fortune to them as they seek the right position in the next few weeks and months. May our contacts and associations always reflect interest, concern, and professionalism.

III. For the 1967-68 year of the Association:

A. Our gratitude must represent the feelings of past and future delegates as we extend it to the members of the Executive Secretary Search Committee and Officer Selection Evaluation Committee. The work of these groups this past year gives the Association a continued professional growth for which we will all be indebted. Our sincere best wishes go to the Association's first Executive Secretary, Chester Berry, and his staff assistant, Jean Hyde. May their inaugural year be as rewarding to them as we know it shall be for the Association.

B. May the standard of the representative publications released this past year which were the result of many years of work on the part of Ernest Christensen and Porter Butts be indicative of a continuing standard of excellence which shall prevail both now and in the future.

C. Of course this report would be unforgivably in error if primary attention was not directed toward the superb overall performance of the Regional Representatives, Standing and Special Committees, the Executive Committee and their special appointments under the capable leadership of President Blackburn. At the very least, the future will record for the Association that 1968 was a very good year!

IV. In recognition of the final year of the Association's position of Secretary Treasurer and the Central Office at Willard Straight Hall, Cornell University:

A. To Cornell University we extend an enormous measure of appreciation for their invaluable and continued support and contribution of professional staff and the central office location of the Association through the years. It is highly questionable whether the position of the Association would be what it is today if it had not been for the interest of many faculty, staff, and students at Cornell University and on the many governing boards of Willard Straight Hall. We are confident that Cornell's extensive endorsement of our Association as seen in their support was no small factor in Stanford University's agreeing to have the new central office on their campus. And for this we are also indebted.

B. To Edgar A. Whiting, a lode star to the Association for over 27 years, to whom no honor could be too great or even fractionally represent the indebtedness and affection of us all. The 1968 Resolutions Committee with the enthusiastic endorsement of the Executive Committee recommends that the delegates here assembled give the following unprecedented tribute:

The 1968 Conference which we are now concluding shall be hereafter designated *The Edgar A. Whiting* Conference of the Association of College Unions-International. And that it be known that such designation in actuality honors not our friend, comrade, and colleague; but rather reflects how much Edgar Whiting has honored the Association.

MINUTES OF THE ANNUAL BUSINESS MEETING OF THE ASSOCIATION OF COLLEGE UNIONS–INTERNATIONAL, APRIL 9, 1968.

President Richard D. Blackburn, Kansas State University, presided.

William E. Rion, University of Florida, was appointed parlimentarian by President Blackburn.

The minutes of the 1967 business meeting were approved as printed in the conference *Proceedings.*

The following memorials were read to delegates in attendance at the business meeting:

Memorial tribute to Joseph Charles Paffie, Recreation Director, Norton Hall, State University of New York at Buffalo. (Prepared and presented by Ronald N. Loomis, Region 2 Representative.)

"Joseph Charles Paffie was an unusually independent man. Following military service during the second World War, he operated a restaurant in Bolivar, New York before spending several years in the insurance business. In 1958 he enrolled at the State University of New York at Buffalo as a freshman, when he was 42 years old. He graduated in 1962 and became Recreation Director of Norton Hall, just prior to the opening of their new building.

"For the next five years his efforts resulted in the development of one of the finest College Union recreation programs in the country at Norton Hall. As advisor to the Recreation Committee of the Norton Union Activity Board as well as the Chess and Bridge Clubs, he assisted in the development of a program of instruction and competition which is a tribute to the ideals of the College Union movement.

"Joe's service to the Association of College Unions - International began the year after he assumed position at Norton Hall. He served one year as Assistant before coming Region 2's Chief Recreational Coordinator in 1964-65. He served in that capacity for the next three consecutive years. Joe's term of office came at a time when Region 2 was hard-pressed to find schools with games facilities adequate enough for hosting the Regional Tournament, and a measure of the seriousness with which Joe viewed his responsibilities is the fact that Norton Hall hosted the competition for *four* consecutive years.

"Joe was far more than a passive participant in the Association's Recreation program, and this demonstrates another dimension of his independence; in this case, his intellectual independence. He appreciated very quickly the fundamental educational importance of the Association's program of intercollegiate competition, and he supported it and worked on it with an energy and a dedication not often equaled by the many others who have served ACU-I's Recreation Committee so well. But when changes were instituted which, to Joe's way of thinking undermined the fundamental principles of the program, Joe spoke out against them and proposed alternatives at a time when it was a lonely task to do so.

"I have left one aspect of Joe's character for last, because it is a happy one and because I think it is on that kind of note that this tribute should conclude. Joe was a congenial, warm human being who knew how to have a good time. He was very responsible when it came to participating in a regional or national ACU-I conference or to directing a regional recreation tournament. But, when the work was done, you could always find a great party in Joe's room. Joe appreciated more than many, that one of the real values of these regional and national gatherings is the opportunity to chat informally with colleagues from other institutions about the "real" issues that are concerning each of us in our day to day work assignments.

"Joseph Charles Paffie died of a heart attack on December 3, 1967 at the age of 51. There is reason to believe that during the last few months he endured no small amount of pain and discomfort, and yet his colleagues at Norton Hall were never made aware of this fact, and this illustrates another dimension of Joe's independence; he was not the kind of man who wanted to burden others with his personal problems or discomforts.

"A proposal that a special award be established in conjunction with the Region 2 Recreation Tournament as a memorial tribute to Joe was approved by the ACU-I Recreation Committee and the Region 2 membership in their respective meetings yesterday. It is significant to note that this proposal was initiated by students at Buffalo.

"Those of us who knew him well will not forget the important contributions that he made to the Recreation programs of Norton Hall and of the Association of College Unions-International, but we will remember most I think the good times that we had with Joe and the "Fun" it was to work with him. Joseph Charles Paffie was a great guy. He is missed."

Memorial tribute to Leslie F. Robbins, U.S. Health, Education and Welfare Department (Prepared by Lyle S. Curtis, and presented by Kirby A. Krbec, Region 13 Representative).

Leslie F, Robbins–born January 11, 1898, died September 9, 1967, with 37 years of service to education.

After many years in the business offices of the University of Colorado, serving as Purchasing Agent for the University, and receiving numerous honors among the purchasing agents statewide and nationally, Les responded with enthusiasm to the invitation to join the staff being set up to manage the Memorial Center of the University. Combining a sensitive interest in students and their needs with his capacity for details and his broad understanding of business management, maintenance and controls, he rapidly became deeply involved in the College Union Movement. He shared as both participant and planner in regional and national conferences and contributed to several specialized studies.

The opportunity to move to Washington, D.C. with the department of Health, Education and Welfare as a consultant on Higher Education Facilities brought Les a great stimulation. His heart had spoken sharply on two occasions urging that he change his tempo and work habits and this challenge opened new doors appropriate to his personal skills and health requirements. Fortunately, his new assignments permitted and even required, a more regular participation in college union affairs and programs. His broad acquaintance with college and university planning and plant projections gave him a distinctive point of view and an available contribution to the union movement. In his pending retirement, Les had arranged to continue these stimulating contacts.

With his passing the Association of College Unions lost a great friend and a devoted worker.

Following the reading of the tributes, a moment's silence was observed.

It was on motion voted that the following reports, which had been distributed to the delegates at the conference, be accepted:

Committee on the Arts, Inter-Association Committee, International Relations Committee, Committee on Junior Colleges, Professional Development Committee, Publicity and Public Relations Committee, Committee on Relations with Artists' Representatives, Recreation Committee, Research Committee, Special Projects Committee, Secretary-Treasurer, Vice President-Regional Affairs, Editor of Publications, Coordinator of Product Exhibits, Central Office, Butts-Whiting Award Selection Committee and Executive Secretary Search Committee.

A report on the central office was presented by the Executive Secretary, Chester A. Berry. This report appears in the *Proceedings* of the 1968 conference.

It was on motion voted, unanimously, that the following changes be made in the by-laws of the Association of College Unions:

Article I
Membership

Section 1. Institution membership shall be of two classes, regular and associate. Applications for membership in either of these classes shall be submitted to the secretary of the Association for approval.

a. *Regular membership* shall be for those colleges and universities that have a union building or that have been associate members for two years.

a. *Proposed to read:*

Regular membership shall be for those colleges and universities that have a union building.

b. *Associate membership* shall be for those colleges and universities that are contemplating establishment of Unions or that are interested in any phase of Union activity. Institutions joining as associate members may hold such membership for a two-year period, at the end of which time they shall be transferred to regular membership.

b. *Proposed to read:*

Associate membership shall be for those colleges and universities that are contemplating establishment of Unions or that are interested in any phase of Union activity. Institutions joining as associate members may hold such membership until January 1 of the year following the start of construction, at which time said member is automatically transferred to regular membership.

Shirley Bird Perry, Chairman of the Ad Hoc Committee for the Study of Officer Selection Procedures, reported as follows:

The Ad Hoc Committee for the Study of Officer Selection Procedures was given a charge to "review our current officer selection practices and those of other organizations, and to develop recommendations for procedural changes, if any are deemed necessary." The Committee has been engaged in this study for several months and is now eager to report its findings and recommendations to the membership.

The Committee approached its task by conducting a study both within and outside the Association. In looking outside the Association, the Committee contacted a number of comparable professional-educational associations and requested an explanation and evaluation of their officer selection procedures. A number of associations responded to the request and these responses were carefully studied by the committee. Although this aspect of the study was valuable and certain ideas and suggestions were considered for our Association, it was the Committee's conclusion that the ACU-I must adopt an officer selection procedures which is especially designed for the Association.

Within the Association, the Ad Hoc Committee studied the officer selection procedures by appealing to its members in a variety of ways. An article was published in *The Bulletin* which requested that members submit suggestions and evaluations of the officer selection procedure to the Committee. Members of the Ad Hoc Committee talked with a number of their colleagues in informal settings and in Regional Conferences. However, the most significant aspect of the Committee's study came as a result of a general mailing which was sent to each member of the Association. This mailing contained three items: (1) cover letter which explained the Committee's objectives and appealed for cooperation; (2) a summary of the present officer selection procedure with an outline of the dilemmas and considerations related to the procedure; and (3) a survey which members were asked to complete and return to the Committee. The survey outlined various aspects of the nominations and elections procedure and provided choices for indicating a member's evaluation and opinions. In addition, space was provided for comments and suggestions at the end of each section and at the conclusion of the survey. Approximately 800 surveys were mailed and more than 300 institutions responded. The Committee was quite pleased and gratified with this response and with the substantial number of comments and suggestions made. The comments fell into two categories: (1) Comments regarding the officer selection procedure and (2) comments regarding the Association in general. In a voluminous report, all significant comments were submitted to the Executive Committee. The Committee feels the survey has provided a rather broad and accurate view of the membership's evaluation of the officer selection procedure and that the Association has received valuable suggestions for the future. We believe the survey served an additional value in that it has made the membership considerably more aware of the entire officer selection process and the considerations which surround it.

As the Committee carefully considered the survey results, it became apparent that the Association's membership believes that the present system has and is producing strong, dedicated, and effective leadership. We have concluded that the present system is not, in fact, bad and that we must preserve those aspects of the system which have brought about the type of leadership under which this Association has progressed. We feel that the primary need is for changes in the system which will result in one more communication among the members and more involvement by the members in the officer selection process. After analyzing the survey results, the Ad Hoc Committee concluded that:

1. By a large majority, the membership prefers the retention of a Nominating Committee.
2. Some changes should be made in the size, structure, selection and composition of the Nominating Committee.
3. The membership does not want an election contest, feeling that in a volunteer, professional service organization it is inappropriate to introduce political campaigns and splintering politics.
4. More specific information should be solicited from the candidates recommended.

The Ad Hoc Committee on Officer Selection Procedures, therefore, makes the following recommendations:

1. We are recommending a change in the size, structure, selection, and composition of the Nominating Committee. In place of the present five member Nominating Committee that is composed of from three to five members, the majority of which should be Past Presidents appointed by the Executive Committee, we are recommending an enlarged Nominating Committee consisting of seven members, two past presidents, and five members representing a geographical balance of the Association. We recommend that the five geographical members be suggested directly by the membership and shall be appointed by the Regional Representatives, the individuals who have the most direct contact with the Association's membership. To accomplish this, the Ad Hoc Committee is requesting the central office to send a mailing to the general membership soliciting persons to serve on the Nominating Committee. Grass roots involvement should dispel the myth - and it is a myth - that the Nominating Committee is perpetuating an in-group which is related to the Executive Committee. (Anyone who has ever served as a member of the Nominating Committee knows that the Nominating Committee functions independent of the Executive Committee and that the Executive Committee has not been previously involved in this process.)

2. The Committee recommends a specific procedure for the selection of Regional Representatives whereby the Regional membership is asked to recommend candidates.
3. On the basis of our survey, we recommend that specific timely procedures be adopted which will insure maximum involvement of the membership in all phases of the officer selection process. Examples of these guidelines would include: (1) Requesting members to suggest individuals to be placed on the nominating Committee. (2) The introduction of the new Nominating Committee at the annual conference a year prior to their service. (3) the sending of a nominations form to every member of the Association to encourage them to submit names for consideration by the Nominating Committee. (4) The inclusion of a statement which will inform members that non-Directors and women are eligible for Association offices. (5) The setting up and announcement of a specific time block during the International Conference whereby interested members can meet with the Nominating Committee. (6) Appropriate announcements in the official organ of the Association, etc.

The Ad Hoc Committee has submitted a lengthy interim report to the Regional Representatives and Executive Committee which includes specific suggested procedures; we shall, in the future, submit a final recommended operating procedure to the membership. Today, as a means of implementing the major recommendations in our report, the Ad Hoc Committee is asking you to consider a basic change in the by-laws of the Association. This involves altering the composition of the Nominating Committee and the manner in which it is appointed. We are suggesting that we delete the present section of the by-laws which refers to the Nominating Committee and that it be included in a separate article entitled, "Nomination Committee." We are requesting that Section 1, Paragraph d be deleted and that an article VIII be added which shall read as follows:

DELETION: Delete Section 1 Paragraph d from Article VII. This section presently reads as follows:

d. *Nominations* - This committee shall consist of three to five persons who shall be present at the annual conference and a majority shall be past presidents of the Association. The Committee shall prepare a list of nominees for the officers president, president-elect, vice-president for conference program, vice-president elect for conference program, vice-president for regional affairs, and editor of publications. Appropriate biographical material of the nominees shall be presented with the report of the committee.

CHANGE: Change number of present Article VIII to Article IX.

ADDITION: New Article VIII to read as follows:

ARTICLE VIII
NOMINATIONS COMMITTEE

The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership. The Nominations Committee shall prepare a list of nominees for the offices of president, president elect, vice-president for conference program, vice-president elect for conference program, vice-president for regional affairs, and editor of publications. Appropriate biographical material of the nominees shall be presented with the report of the committee.

On behalf of the Ad Hoc Committee on Officer Selection Procedures, I move that the by-law change be adopted as outlined.

The motion, made by the chairman of the Ad Hoc Committee on Officer Selection Procedures, was duly seconded and unanimously passed.

Walter Heideman, Wesleyan University, presented the following statement to the membership:

"The Association of College Unions-International, in recognition of twenty-seven years service by Edgar A. Whiting as Secretary-Treasurer, wishes to express to Cornell University its deep appreciation for permitting him to share his talents and time to further its endeavors. It also wishes to thank Cornell for making available office space for the Association for 14 years.

"The president of the Association is hereby instructed to transmit to James A. Perkins, President of Cornell University; to Mark Barlow, Chairman of the Board of Governors of Willard Straight Hall; and Jeffrey Leavitt, President of the Willard Straight Hall Board of Managers, its gratitude for Mr. Whiting's leadership and assistance, along with its congratulations for having a man of his ability and loyalty on the University staff."

Max H. Andrews, Chairman of the Nominating Committee, presented the following report:

"The 1968-69 Nominating Committee presents the following slate of officers after a year of deliberation, 37 hours of face to face meetings here at the conference and what is hoped has been a depth study and consideration of the qualifications of 82 candidates for the various ACU-I offices as offered to us by the membership of this Association.

"I would like to pay tribute and give thanks to the members of this year's Nominating Committee. Mrs. Barbara Reed, Mr. William Scott, Mr. W. E. Rion, Mr. Roger Rodzen. In addition to being a dedicated and intelligent committee, they were an especially kind committee, they waited for half a day before reminding me to stop making nominating speeches for Secretary-Treasurer, as we did not have to elect one. I know our esteemed Executive Secretary will make a larger impact on next year's Nominating Committee Chairman.

For Editor of Publications: (This position will be phased into the Executive Secretary and the Central Office in 1970.)

President ACU-I (1932-33)
Editor of Publications and Member of Executive Committee (1936 to Present)
Author of 28 books and monographs
Conference keynoter at three national conferences
Conference host director 1929
Organizer of Intercollegiate Billiards program 1932
Member of ACU-I Committees
Our man in Washington with HHFA
From the University of Wisconsin - *Porter Freeman Butts*

For Vice President, Regional Affairs

Author: *These are Our Best*
The Operation and Administration of College Unions

Member ACU-I Research Committee
Regional Representative, Region 1, 1963-66
Vice President for Regional Affairs 1966-67, 1967-68
From the University of Rhode Island, *Boris C. Bell*

For Vice President, Conference Program

Chairman, ACU-I Recreation Committee, 1961-64
Director ACU-I Billiards Program 1959-61
Host National Billiards Tournaments
Host Director Regional Conference
Chairman and panel member of sessions at six annual conferences
The Vice President-Elect for Conference Program 1967-68
From the University of Illinois, *Earl Finder*

For Vice President-Elect, Conference Program

ACU Human Relations Institute at Cornell 1961
Golden Anniversary Conference Resolutions' Committee 1964
Member ACU-I Professional Development Committee 1964-67
Member Conference Program Committee 1965-66
Member ACU-I Nominating Committee 1967
Chairman ACU-I Ad Hoc Committee on Officer Selection Procedures
Program Director, The Texas Union, University of Texas, *Mrs. Shirley Bird Perry*

For President

Born, reared, and educated (elementarily and secondarily) in Milwaukee, Wisconsin, this young man went west - to Madison - to earn his Bachelor of Philosophy and his Master of Science degrees from the University of Wisconsin. At this juncture, he went west again - to Minneapolis - where for four years with the University of Minnesota's Student Activities Bureau, he advised fraternities and political action groups, and served as Financial Advisor to all student organizations.

Another long journey, this time north to Duluth, brought him to his new position as Coordinator of Student Activities and Kirby Student Center at the University of Minnesota-Duluth; and gave him his first exposure to the ACU-I. After twelve years, he travelled south - back to Minneapolis, where he assumed his present position last July.

During his thirteen years with our organization, this widely travelled young man has presented papers at most conferences since the Miami Beach meeting in 1959; has served on an annual conference program committee; served as either a member or chairman of the Professional Development Committee for six years; as Chairman of the Inter-Association Committee; and as a member of both the Golden Anniversary Advisory Committee and the Ad Hoc Committee for the Establishment of a Central Office. The author of two articles in our yearbook *College Union-Year 50,* he was named President-Elect of our Association in 1967.

As a dedicated family man, he assumes other roles; notably that of husband to Sylvia (better known as Tibby); of father to two sons and two daughters - and to a de-sexed German Shepherd; and as a member of the Board of Directors of the Planned Parenthood Association.

From the University of Minnesota - *Edwin O. Siggelkow*

For President-Elect

Member, Committee on the Future of the Association 1959-61
Member, Conference Program Committee 1961
Regional Representative 1961-64
Host Director, ACU-I Conference 1965
Member, International Relations Committee 1966-69
Conference papers presented 1957, 59, 60, 61
Chairman program sessions at conference 1962, 64, 66
Vice President for Conference Program 1967
Layman Leader, the Methodist Church
Committeeman Boy Scouts of America
President of his town's Little League Baseball Program
Recipient of the University of Illinois Alumni Association Special Merit Award 1962
1964 nominated for his community's Chamber of Commerce Young Man of the Year Award
President of his Union Board as an undergraduate in 1951-52
Union professional experience at University of Illinois and Kansas State University
Director, Guy S. Millberry Union, University of California, San Francisco
Medical Center since 1957, *Robert Andrew Alexander*

It was on motion voted that the nominations be closed and that the secretary be instructed to cast an unanimous ballot for the slate presented.

The Executive Committee of the Association for 1968-69 was named as follows:

President, Edwin O. Siggelkow, University of Minnesota
President-Elect, Robert A. Alexander, University of California, San Francisco Medical Center
Vice President-Regional Affairs, Boris C. Bell, University of Rhode Island
Vice President, Conference Program, Earl F. Finder, University of Illinois
Editor of Publications, Porter Butts, University of Wisconsin
Immediate Past President, Richard D. Blackburn, Kansas State University
Host Director, Lyle Curtis, Brigham Young University
Executive Secretary, Chester A. Berry

There being no further business, it was on motion voted that the annual business meeting of the Association of College Unions-International be adjourned.

Respectfully submitted,

Edgar A. Whiting
Secretary-Treasurer

HONORARY MEMBERSHIP

George L. Donovan
April 10, 1968

George L. Donovan graduated from Pennsylvania State University in 1935 where, as a student, he was elected treasurer of his class and participated in many other activities as well. Upon graduation, he accepted the position as an assistant to the Graduate Manager of Athletics who at that time was also responsible for extra-curricular activities. With the exception of the years from 1941 to 1946 during which he served with the U.S. Navy in World War II, George served 33 years as an advisor, counselor, and a source of inspiration to all organizations as well as to many thousands of individual students.

Following World War II and the tremendous growth of the college campus, the union facilities were sacrificed to provide for administrative needs demanded by this influx of students. George initiated the movement for the new facilities of the Hetzel Union which Pennsylvania State University is privileged to have today. Realizing the time involved from the beginning of the idea to the actual completion of a building, he secured a U.S.O. building and had it moved from Lancaster, Pennsylvania to the Pennsylvania State campus to provide the union facilities which the students had come to expect.

George's energy and devotion to increasing informal educational opportunities for Pennsylvania State students was unlimited. In 1958 when it was evident that such programs needed full time development and guidance, he was appointed the first Director of Student Activities at Pennsylvania State University. In 1966 he was appointed Special Assistant to the Vice President for Student Affairs.

April 1, 1968 brought to a close the active Donovan tenure in the student life at Pennsylvania State. Colleagues of his say, "If you want to know what students think, ask George Donovan; he knows the students." But even more important is that the students know George Donovan!

Our Association knows George Donovan very well, also. His active professional career has found him in attendance at every annual conference of the Association since 1935 except two; one of them, regretfully, is this one. His contribution to the college union field and the Association is highlighted by his service as our 1957-58 President. The Executive Committee proudly recommends that the Association of College Unions-International extend with great appreciation Honorary Membership to George L. Donovan, a college union professional, and even more important, an educator of the highest caliber.

The foregoing was unanimously approved during the usual reconvened business meeting at the annual banquet.

CONSTITUTION OF THE ASSOCIATION OF COLLEGE UNIONS - INTERNATIONAL

Article I
NAME

Section 1. This organization shall be known as the Association of College Unions - International.

Section 2. The world Union is herein defined as a college or university organization whose objectives are to provide a general community center and an out-of-class educational program, social-cultural-recreational, for the campus.

Article II
PURPOSE

This Association is organized and shall be operated not for profit; and for exclusively educational purposes. In furtherance of these purposes and for no other;

a. Provide a medium through which representatives of member institutions may cooperate in advancing the educational interests of the institutions they represent.

b. Encourage and assist colleges and universities in the planning and development of unions.

c. Prepare and present materials and programs designed to assist in the educational and professional self-development of affiliate members.

d. Encourage research designed to further develop the educational aims of the Association and its members.

Any activities not in themselves in furtherance of its educational purposes shall constitute an unsubstantial part of its total activities. The assets of this Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary, the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article III
MEMBERSHIP

Section 1. Membership in the Association shall be open to any college or university. Application may be made to the executive secretary of the Association and is subject to the approval of the executive committee.

Section 2. Individuals may become non-voting members of the Association in accordance with the provisions outlined in the By-Laws.

Article IV
OFFICERS AND THEIR ELECTION

Section 1. The officers of the Association shall be the president, president-elect, vice-president for conference program, vice-president-elect for conference program, vice-president for regional affairs, and editor of publications.

Section 2 The officers shall be elected at the annual conference by a majority vote of the regular members present.

Article V
EXECUTIVE COMMITTEE

S ection 1. There shall be an executive committee which shall consist of the president, president-elect, vice-president for conference program, vice-president for regional affairs, editor of publications, immediate past president, a representative of the region in which the next conference will be held, such representative to be named by the executive committee, and the executive secretary (without vote).

Section 2. The term of office of the members of the executive committee shall be from the date of election of the officers through the next regular annual conference of the Association.

Article VI
ANNUAL MEETING

The Association shall meet in conference annually.

Article VII
BY-LAWS

The affairs of this Association shall be conducted in accordance with the By-Laws, except that none of the provisions of this Constitution may be contravened at any time by the By-Laws.

Article VIII
AMENDMENTS

Any of these articles may be amended or repealed, supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revisions may be made upon written notice to all regular member institutions no less than 30 days prior to the annual conference and upon a three-quarters majority vote of the regular member institutions present and voting at annual conference; or by a two-thirds vote of all regular member institutions voting in a written referendum submitted by the executive committee.

BY-LAWS
OF THE
ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

Article I
MEMBERSHIP

Section 1. Institution membership shall be of two classes, regular and associate. Applications for membership in either of these classes shall be submitted to the secretary of the Association for approval.

a. Regular membership shall be for those colleges and universities that have a union building.

b. Associate membership shall be for those colleges and universities that are contemplating establishment of Unions or that are interested in any phase of Union activity. Institutions joining as associate members may hold such membership until January 1 of the year following the start of construction, at which time said member is automatically transferred to regular membership.

c. Where two or more unions or campus community centers exist under the jurisdiction of the same union governing board, they shall be entitled to apply for a single membership; if under the jurisdiction of separate governing boards, each shall be entitled to Association membership status and services upon payment of the established membership fee.

Section 2. There shall be a type of membership known as affiliate membership. Such membership shall be open to any professional staff member who holds a baccalaureate degree and who is employed, or has been employed, on a full time basis in any Union whose college or university hold regular or associate membership in the Association. Applications for affiliate membership must be sponsored by the director of any member union and must be submitted to the secretary of the Association for acceptance.

Section 3. There shall be a type of membership known as honorary membership. Such membership shall open to those individuals who have manifested an exceptional interest in the affairs of the Association or rendered exceptional service to the Association. Election to honorary membership shall be by a three-quarters vote of the Association membership in attendance at an annual conference. No dues shall be required from honorary members.

Article II
DUTIES OF OFFICERS

S ection 1. The president shall direct the affairs of the Association and preside at the annual conference. He shall appoint, with the approval of the executive committee, all standing conference, and special committees, and the regional representatives of the Association. He shall represent, or appoint persons to represent, the Association at conferences ceremonies to which the Association has been invited and should have representation. He shall call meetings of the executive committee when he deems it necessary.

Section 2. The president-elect shall assume the duties of the president in his absence, shall coordinate the committees of the Association, and shall perform such other duties as the president and the executive committee may determine.

Section 3. Thevice-president for conference program shall be responsible for the development of the program for the annual conference.

Section 4. The editor of publications shall be responsible for the preparation and editing of such publications as may be designated by the executive committee. He shall receive remuneration for his personal services over and above the secretarial and incidental expense of the office. The amount of said remuneration shall be determined by the executive committee, the editor of publications not voting. He shall perform such additional duties as shall be assigned to him by the executive committee.

Section 5. The vice-president for regional affairs shall coordinate the activities and functions of the regional representatives, shall provide training for new regional representatives, shall preside at all meetings of the regional representatives, and shall perform such duties as shall be assigned by the executive committee. The term of office shall be one year. The vice-president for regional affairs may be reelected but shall not serve for more than three consecutive terms.

Article III
EXECUTIVE COMMITTEE

The executive committee shall operate between the annual conferences of the Association; it shall determine the time and place of the annual conference; it shall supervise the preparation of the annual budget and shall approve expenditures; it shall fill such vacancies as may occur in the membership of the executive committee; it shall meet immediately preceding the annual conference to discuss matters to be brought before the conference and such other business as may come before it; it shall determine the location of the central office, appoint the executive secretary, and determine the particulars of his duties and employment.

Article IV
VOTING

Section 1. Each regular member of the Association shall be entitled to one vote at the annual conference. A majority of the regular members registered at an annual conference shall constitute a quorum.

Section 2. Associate members shall not have voting power.

Section 3. Affiliate and honorary members shall not have voting power.

Section 4. There shall be no voting by proxy.

Article V
DUES AND FEES

S ection 1. Annual dues for regular members in the Association shall be assessed in accordance with full-time student enrollment as follows:

Enrollment	Annual Dues
Under 2,500	$ 60
2,501 - 5,000	100
5,001 - 8,000	125
8,001 - 10,000	150
Over 10,000	175

Regular members not in the United States or Canada shall pay annual dues of $40.

Section 2. Annual dues for associate members in the Association shall be one-half that of corresponding regular membership.

Section 3. Annual dues for both classes of membership shall be payable to the executive secretary of the Association at the beginning of each calendar year.

Section 4. Annual dues for affiliate members shall be six dollars.

Section 5. Annual dues for affiliate members are payable on July 1 to the executive secretary of the Association.

Section 6. The assets of the Association are irrevocably dedicated to its educational purposes. No individual shall benefit from any income or be paid any part thereof except the executive secretary and the editor and assistant editor of publications, and research workers, who may be paid a reasonable compensation for their services, and officers who may be reimbursed for actual expenses incurred in the execution of their official responsibilities. Upon dissolution of this Association, any remaining assets shall be distributed exclusively for public educational purposes.

Article VI
REGIONS AND REGIONAL REPRESENTATIVES

Section 1. The Association shall have geographical regions. For each region created there shall be a regional representative whose responsibility it shall be to assist the officers and executive committee in the development of the Association, advise on matters of policy, and assume responsibility for holding regional conferences.

Section 2. The geographical regions shall be determined by the executive committee and reviewed periodically.

Section 3. The president shall appoint, with the approval of the executive committee, a representative from each region. Appointments are to be made at least one month prior to the annual conference and the term of the appointment shall be three years. The term shall begin at the end of the conference following the appointment and shall expire at the end of the conference three years hence. A person serving a full three year term as regional representative cannot succeed himself.

Article VII
COMMITTEES

Section 1. The president shall appoint, with the approval of the executive committee, the following committees:

a. The Arts: This committee shall: 1) study, promote, and facilitate the development and implementation of educational programs in the arts in a concerted effort to increase awareness, understanding, and appreciation of the art forms; 2) concern itself with all segments (architecture, creative crafts, dance, drama, film, literature, painting, sculpture, etc.) and aspects of the arts to provide direction and resources for the membership it serves; 3) give particular emphasis to assessing and interpreting trends in cultural affairs, exchanging significant ideas and experiences about arts programming and establishing communication with related regional, state, and national art organizations.

b. Inter-Association: This committee shall: 1. work with the representatives of other national associations (currently NASPA, ACUHO, ACPA, AACRAO, NAWDC, NAFSA) in (a) identifying the most pressing issues and problems in the college student personnel field, particularly those of long range import and those accentuated by curricular and enrollment complexities and (b) developing working agreements among professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead; 2. communicate basic information, policy, and procedural changes of the Association of College Unions to a key representative of each of these allied organizations.

c. International Relations: This committee shall: 1. develop an awareness on the part of American students and faculty toward foreign students as individuals and as persons representing mores and attitudes at variance to our own; 2. encourage our students to develop lasting friendships with students from other countries; 3. encourage international students to take an active part in campus affairs; 4. encourage the proper coordination and development of international or cosmopolitan clubs or committees on campus, specifically on those campuses which have none; 5. encourage the allocation of an adequate budget for meaningful international programs; 6. develop a close liaison with appropriate organizations and agencies involved with international relations programs; 7. encourage the exchange of ideas related to the international programs between college unions, which may be directed to the *Bulletin* or gathered through an occasional poll of the membership; 8. encourage holiday and vacation trips of international students to various parts of our country and that of American students to foreign countries and encourage the exchange of cultural programs; 9. encourage better procedures for routing foreign visitors to our campuses arranging hospitality.

d. Junior Colleges: This committee shall: (1) promote membership of junior and community colleges in the Association; (2) assist the two-year institutions in developing insight into the role of the college union on their campuses; (3) provide the two-year institutions with information relative to all areas of college unions: with the regional representatives to promote appointments of junior college representatives in each region; and (5) work through the regional junior college representatives in determining the ways in which the Association can best serve its two-year member institutions.

e. Professional Development: This committee shall: 1. promote the development of varied training programs within the Association in accordance with the professional needs of the membership; 2. provide the membership with up-to-date information concerning graduate assistantships, scholarships, grants, etc., available to current or prospective members of the union field; 3. provide the membership with similar information concerning graduate and undergraduate curricula presently being offered in the college union or allied fields; 4. promote the establishment of graduate or undergraduate curricula in the college union field at a number of appropriate colleges and universities; 5. conduct study and research relative to professional standards, training requisites and salaries for the purpose of re-evaluation and revision of the manual, "Standards of Training, Experience, and Compensation in College Union Work," an official publication of the Association of College Unions.

f. Publicity and Public Relations: This committee shall undertake to convey the college union story, what it stands for, and its importance as an integral part of the education program. In pursuance of this basic objective it will endeavor to: 1. obtain and interpret the educational role of the college union; 2. encourage union staff members to keep informed about the Association of College Unions and, whenever possible, to enhance and explain the college union role to students and colleagues; 3. develop a continuing program of press releases, with special effort being directed toward the annual conference of the Association of College Unions; 4. work with officers, regional representatives and association members in cultivating increased understanding of the college union among other allied organizations.

g. Recreation: This committee shall: 1. initiate, promote, and guide inter-collegiate tournaments in the various games areas, to supplement campus programs for the purpose of stimulating interest and participation in these activities at the campus level; 2. establish standards and procedures for participation in tournament programs; 3. gather and disseminate information relating to union games, programs and facilities.

h. Relations with Artists' Representatives: This committee shall: 1. act as a clearing house for all information coming from the membership and from artists' representatives; 2. assist union directors in finding reliable agencies through which to obtain talent; 3. attempt to establish some standard procedures to be followed by the Association of College Unions members in their dealings with and in negotiating contracts with artists' representatives; 4. act as liaison between the union director and the artists' representative in cases where direct negotiations have failed.

i. Research: This committee shall: 1. assist individuals making studies by providing literature and materials which may have a bearing on their projects; 2. stimulate and coordinate research activities in the union field by issuing material designed to encourage research and special surveys and, providing a small financial grant for an individual project if the members of the Association's research and executive committees feel that the project will be particularly useful to the membership of the Association; 3. serve as a clearing house for union questionnaires and research projects and assist in improving the value of these projects, and in protecting the membership from the circulation of a large number of inferior questionnaires; 4. facilitate the collection of data by granting those whose projects justify the use of the phrase, "cleared by the Research Committee, Association of College Unions," and by providing address labels of member colleges: 5. assist in the publication of the results of completed studies, the form of such assistance to depend on the nature and significance of the studies and the judgment of members of the Research Committee.

j. Resolutions: This committee shall: 1. prepare suitable resolutions in recognition of the courtesies and contributions made by the staff of the Association, the program committee, the host school, host staff, the facilities, and the prominent speakers, and other persons who have contributed to the furtherance of the goals of the Association during the past year; 2. be responsible for researching and writing sufficient resolutions to note the contributions made by those members who are proposed for honorary status; 3. prepare in advance of the conference a resolution to be read at the first general session of the annual conference recognizing the work and contributions of the deceased members since the last conference convened.

k. Special Projects: This committee shall work with projects, ideas, problems, and interest studies which do not need continuous action each year by a standing committee.

Section 2. The president may appoint, with the approval of the executive committee, such other committees as are deemed necessary to the functioning of the Association. Committees may be dissolved by action of the executive committee.

Article VIII
NOMINATIONS COMMITTEE

The Nominations Committee shall consist of seven members, two of whom shall be past presidents of the Association, appointed by the president with the approval of the Executive Committee. One past president shall serve as chairman of the committee; the other past president shall serve as chairman elect. The other five persons, who shall represent a geographical balance of the Association, shall be appointed by the regional representatives from the recommendations submitted by the Association's membership. The Nominations Committee shall prepare a list of nominees for the offices of president, president elect, vice-president for conference program, vice-president for regional affairs, and editor of publications. Appropriate biographical material of the nominees shall be presented with the report of the committee.

Article IX
AMENDMENTS

Any of the articles of these By-Laws may be amended or repealed, and supplementary articles added hereto, so long as such revision shall not change the exclusively educational purposes for which this Association is organized and operated. Any revisions may be made upon a majority vote of the regular member institutions present and voting at annual conference; or a majority vote of all regular member institutions voting in a written referendum submitted by the executive committee.